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Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-Apr 82

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Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors-*Abstracts, Education, *Indexes

Identifiers-*Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

CE

ED 209 424 CE 029 524

Polley, Beulah M.
Project ALMS: Adult Literacy Mission Support. An Adult Basic Reading Project.
Edinboro State Coll., Pa.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date-30 Jul 81
Contract-98-1027

Note-143p.; Appendix A was removed to preserve confidentiality of personal information; Appendix E will not reproduce well due to light print.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Adult Education, *Adult Literacy, *Adult Reading Programs, Adults, Comparative Analysis, English (Second Language), Foreign Students, *Functional Literacy, Guidelines, Literacy, *Program Development, *Program Effectiveness, Reading Tests, Skilled Occupations, Unemployment
Identifiers-*Project ALMS

Project ALMS (Adult Literacy Mission Support) was designed to improve the communication skills of semi-literate or illiterate adults, help participants become more self-sufficient, provide an ongoing program for other such individuals, and provide a manual of guidelines and suggestions for other programs. Three groups were established to make a comparison among 25 students who were gainfully employed in a local electric plant as machinist trainees, 128 Chinese students living in China and learning to read English as a second language, and 26 generally unemployed students participating in an individualized adult basic reading program. All three groups consisted of adults aged 17 to 40. Programs of study varied with the group as well as the individual according to specific, diverse reading goals. Growth in reading was ascertained through pre- and posttesting utilizing the Woodcock Mastery Skills Tests. Data revealed that the individualized approach was superior and that the Woodcock Test can be used appropriately for adults having less than tenth grade reading level but not for adults who are reading above that level. Test goals also confirmed that the program goals were met. (The manual developed during the project is also included.) (MN)

ED 209 425 CE 029 723

Friel, Charles M. And Others

Correctional Data Analysis Systems.

Sam Houston State Univ., Huntsville, Tex. Criminal Justice Center.
Spons Agency-Department of Justice, Washington, D.C. Bureau of Justice Statistics.
Pub Date-80
Grant-DOJ-78-SSAX-0046
Note-101p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Computer Programs, Computers, *Computer Science, Computer Storage Devices, *Correctional Institutions, *Data Analysis, Data Bases, Data Collection, Data Processing, *Information Dissemination, *Information Needs, *Information Retrieval, Information Storage, Information Systems, Models, State of the Art Reviews

Designed to help the correctional administrator meet external demands for information, this detailed analysis of the demand information problem identifies the sources of requests for and the nature of the information required from correctional institutions and discusses the kinds of analytic capabilities required to satisfy most demand information requests. The goals and objectives of correctional data analysis systems are outlined. Examined next are the content and sources of demand information inquiries. A correctional case law demand information model is provided. Analyzed next are such aspects of the state of the art of demand information as policy considerations, procedural techniques, administrative organizations, technology, personnel, and quantitative analysis of processing. Available software, report generators, and statistical packages are covered in a discussion of report generation and analysis of technology. Also described are the systems transfer technology available for contemporary corrections and transferable demand information technologies. Recommendations are made concerning the following areas: the OBCIS data base as a solution to the demand information problem, demand information administrative policy, automating agency policy, automating program descriptions, software needs, communication problems, dirty data, use of computers in litigation, technology transfer, personnel turnover, and negotiation of demand information requests. (MN)

ED 209 426 CE 029 948

Hamilton, William And Others

Performance Objectives, Task Analysis, Learning Content, Content Limits, and Domain Referenced Tests for the Agricultural Chemicals Catalog. Final Report.

Indiana State Board of Vocational and Technical Education, Indianapolis.; Purdue Univ., Lafayette, Ind.
Pub Date-Dec 80
Note-704p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055) - Guides - Classroom - Learner (051)
EDRS Price - MF04/PC29 Plus Postage.
Descriptors-*Agricultural Education, *Agricultural Occupations, Agricultural Supplies, Agricultural Supply Occupations, Behavioral Objectives, Competency Based Education, *Course Content, Curriculum Guides, Equipment Maintenance, Feed Industry, Fertilizers, High Schools, Instructional Materials, *Occupational Information, Pesticides, Postsecondary Education, Purchasing, Sales Occupations, Task Analysis, Tests, *Vocational Education
Identifiers-*Agricultural Chemicals

This document contains Indiana agricultural chemicals curriculum materials based on the Vocational-Technical Education Consortium of States (VTECS) Agricultural Chemicals Catalog. It is intended to improve preparation of high school and adult students for handling and using agricultural chemicals and for jobs as chemical salespersons or chemical applicators. Based on an analysis of tasks involved in agricultural chemical workers' jobs, the curriculum materials are divided into 34 domains covering the following material: disposal of chemical containers; delivery of chemicals; locating fields to be treated; managing chemical storage; writing receipts; recording accounts payable and receivable; selling agricultural chemicals; sales promotion; machinery purchase; grain grading; moisture testing grain; formulating feeding rations; applying for weighing license; chemical testing; soil samples; soil deficiencies; calculating application rates; preparing for and applying liquids and dry chemicals; inspection and maintenance of liquid equipment and dry equipment; assembling boom-type equipment; inspection and maintenance of lighting systems; changing oil and filters; cleaning filters; inspecting respirators; changing spark plugs and ignition points; and replacing impeller pump, power take-off shaft, worn bearings, and universal joints. Each domain is composed of performance objectives, guides, performance checklists, task analysis, learning content, data sheets, and domain-referenced tests covering the tasks in the domain. (KC)

ED 209 427 CE 029 991

Training Systems in Eastern Europe. A Study of Change in the Organization of Training in the USSR, Poland and the German Democratic Republic.

International Labour Office, Geneva (Switzerland).
Report No.-ISBN-92-2-102017-7
Pub Date-79
Note-157p.
Available from-International Labor Office, Washington Branch, 1750 New York Ave., N.W., Washington, DC 20006 ($7.15; 25% discount on 50 or more copies).
Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors-Abstracts, Annotated Bibliographies, Career Counseling, Educational Change, Educational Legislation, *Educational Philosophy, *Educational Policy, *Educational Practices, Educational Research, *Educational Trends, Education Work Relationship, Females, Higher Education, Institutional Characteristics, *Job Training, Postsecondary Education, Program Descriptions, Rural Areas, School Organization, Schools, Secondary Education, Staff Development, Staff Role, Teacher Education, Trend Analysis, *Vocational Education, Youth
Identifiers-East Germany, *Europe (East), Poland, USSR

This report outlines changes in training and education that have taken place in the 1960s and the first years of the 1970s in three countries of Eastern Europe the German Democratic Republic, Poland, and the USSR. Compiled in the report is information from legal and assimilated texts, as well as from studies and reports, articles, and authoritative opinions emanating from official bodies, research institutes, and private persons from the three countries examined. Some special social and economic problems, educational policy trends, and the Council for Mutual Economic Assistance (CMEA) are discussed. Described next is the institutional structure of the educational system of each country. Trends and developments in several specific areas are traced, including young people in training and employment, girls and women, vocational guidance, further education and training, rural areas, research and development, occupations recognized for training purposes, and teaching staff. Following a series of final observations, substantive abstracts of selected tests are provided. Also included in the report is a 106-item annotated bibliography on training systems in each of the three above-mentioned countries as well as in other CMEA countries. (MN)

Implementing Employability Skills, Reading Skills, and Math Skills in Vocational Education. Final Report. Vocational Technical Education Research Report. Volume 19, Number 2.

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Spons Agency-Department of Education, Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date-Jul 81
Note-127p.; For a related document see CE 030 229.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Cooperative Programs, Curriculum Guides, *Disadvantaged, *Employment Potential, Field Tests, Guidelines, Information Dissemination, Inservice Teacher Education, Instructional Materials, Job Skills, *Mainstreaming, *Material Development, Mathematics, Program Development, Program Evaluation, Program Validation, Reading Skills, Secondary Education, *Teacher Workshops, *Vocational Education
Identifiers-Mathematics Skills

A project was undertaken to implement the employability, reading, and math skills of disadvantaged students in vocational education. Included in the project were the following activities: (1) field tests, evaluation, and dissemination of a mathematics skills curriculum guide for disadvantaged learners; (2) field tests and revision of guidelines for establishing, operating, and evaluating co-op and mainstream programs for the disadvantaged; and (3) implementation of a series of small-group workshops for teachers of disadvantaged students on implementing employability, reading, and mathematics skills in vocational programs. Separate mathematics, employability, and reading skills curriculum guides and an administrator's manual for planning, developing, and implementing mainstream, self-contained, or co-op programs for the disadvantaged were developed during the course of the project. An independent review by a third-party evaluator indicated that all objectives had been satisfactorily completed by the project staff. Recommendations were made calling for widespread dissemination of project-developed materials, funding to facilitate such a dissemination effort, and implementation of an impact study to determine the extent of the utilization of the project materials. (The above-mentioned administrator's guide is available separately see note.) (MN)

ED 209 429 CE 030 229

An Administrator's Manual for Planning, Developing, and Implementing Mainstream, Self-Contained, or Co-op Programs for the Disadvantaged.

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.
Spons Agency-Department of Education, Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date-81
Note-72p.; For a related document see CE 030 215.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Accident Prevention, Administrator Guides, *Cooperative Programs, *Disadvantaged, Educational Needs, Facilities, Guidelines, Program Descriptions, *Program Development, *Program Implementation, School Safety, *Self Contained Classrooms, Student Organizations, Teacher Qualifications, Teacher Responsibility, Vocational Education, *Work Experience Programs
Identifiers-*Mainstreaming the Disadvantaged

This administrator's manual contains guidelines for planning, developing, and implementing mainstream, self-contained, or cooperative work experience programs for the disadvantaged. Outlined in the introductory section are the philosophy underlying programs for the disadvantaged, procedures to determine student eligibility, signals indicating the need for a program, the main features of each program and ways to determine which program is most suitable for a given situation, safety and accident-prevention practices, student organizations, and steps in organizing a vocational program for the disadvantaged. Then the mainstreaming approach to dealing with the disadvantaged is described, with special emphasis on program advantages and disadvantages, curriculum, and teacher qualifications. Covered in a discussion of self-contained programs are the main features of such programs, their advantages and disadvantages, curriculum, type of school, suggested fields of training, physical facilities, and teacher qualifications. The same points are considered in an examination of cooperative work experience programs. Appended to the manual are a director of state and federal offices and organizations involved in educating the disadvantaged and instructional techniques for disadvantaged students. (A related report on a project to implement employability, reading, and math skills in vocational education is available separately see note.)

ED 209 430 CE 030 333

Champaigne, John
Educational Investments and Economic Development: A Field Study.
Pub Date-Sep 81
Note-34p.; For a related document see ED 049 447.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, Community Characteristics, Community Education, Community Resources, Continuing Education, Demography, Economic Climate, *Economic Development, Economic Status, *Educational Economics, *Educational Finance, Educational Needs, Field Studies, *Financial Support, Housing, *Investment, Job Training, Postsecondary Education, *School Community Relationship, Unemployment
Identifiers-New York (Canandaigua)

A study examined the relationship between educational investments and economic development in the small community of Canandaigua, New York. A field study approach was used to collect data pertaining to the city's population characteristics, income characteristics, economic conditions, unemployment rates, and housing conditions. These data were analyzed in conjunction with figures pertaining to Canandaigua's investment in continuing adult education, job training, formal education, and community education. Comparison of these data with formal guidelines for educational investment in a community of the types of Canandaigua indicated that the city is spending more than enough of its available money on educational enterprises. However, too much is being spent on formal education. Therefore, recommendations were made calling for increased funding in the areas of adult and continuing education. The investment guidelines also suggest that Canandaigua must provide more money for both continuinq and job training education. Recommendations included calls for similar studies in other communities and for using bond ratings to determine the economic level of a community. (A related dissertation on educational investments and economic growth in smaller communities is available separately see note.) (MN)

ED 209 431

CE 030 354

Crabtree, Myrna P. Baum, Rosemere

A Descriptive Study of Adult Full and Part-Time Home Economics Teachers in Florida with Implications for Inservice Education.

Pub Date-Oct 81

Note-9p.; Paper presented at the National Adult Education Conference (Anaheim, CA, October 30, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, *Adult Educators, Adult Programs, *Educational Needs, Home Economics, *Home Economics Teachers, *Inservice Teacher Education, Needs Assessment, Postsecondary Education, *Teacher Characteristics, Teacher Education Programs

Identifiers-Florida

A study was conducted to gather data that would provide a descriptive profile of educational, employment, and experiential backgrounds of full-time and part-time adult home economics teachers in Florida, with the intent of using the findings to design inservice activities to promote professional teacher development and more relevant programs for the adults being served. The study was conducted in two parts: first, a survey to provide a descriptive profile of home economics teachers of adults; and second, the use of the Delphi technique to identify and set priorities of specific needs of adults to be met through home economics programs, as perceived by the teachers. The 339 full- and part-time home economics teachers of adults in the six most densely populated counties in Florida were the population for the first part of the survey, while the sample for the Delphi component consisted of 70 selected home economics teachers of adults. The data revealed that the average home economics teacher of adults in Florida is a white, married female, 46 years of age or older, and born in the United States. She has three children between the ages of 18 and 24, has a bachelor's degree, and is vocationally certified. She is a full-time teacher who has worked with adults for 10 years or less and has had employment other than as a teacher, and has minimal professional organization affiliation. The teachers identified a number of topics they would be willing to teach with additional inservice preparation. Using the Delphi technique, the selected teachers identified 10 perceived needs of adults. It was recommended that the findings of the study be used in designing teacher inservice education. (KC)

ED 209 432 CE 030 356

Henschke, John A.

Evaluating Long Term Impact of Nursing and Other Health Care Professionals Continuing Education Workshops.

Pub Date-Oct 81

Note-8p.; Paper presented at the Annual National Adult Education Conference (29th, Anaheim, CA, October 31, 1981).

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Extension Education, Followup Studies, *Health Personnel, Nurses, *Nursing Education, *Outcomes of Education, Postsecondary Education, *Professional Continuing Education, *Program Effectiveness, Program Evaluation, *Workshops

Identifiers-University of Missouri

From October, 1977, through December, 1979, 13 one-day continuing education workshops were given by the University of Missouri Extension for nurses and other health-care professionals. A total of 520 different health care professionals attended the sessions, with multiple registrations bringing the total enrollment in the program to 925. Programs were designed to help the participants acquire updated information on various aspects of nursing and other professional health care, new and improved methods and techniques in the delivery of health care, and enhancement of their competencies. To provide long-term evaluation of the effects of the workshops, a one-page Impact Survey Report Form was adapted from one used with the University of Wisconsin-Extension Programs and sent to the past participants. Results from the 341 forms returned by 227 participants were very positive. Most participants reported that they had gained insights, contacts, new ideas, answers to questions, useful resource materials, reinforcement, and help in making decisions. A very high percentage of the respondents rated from moderate'' to high'' the amount of information they actually applied and used, and adequacy of skill training; more than 90 percent said yes, definitely'' or probably, yes'' that the program was worth the time and money spent; and most participants also reported ideas gained at the workshops resulted in better service to their patients and personal satisfaction and confidence. An indepth interview with 20 of the participants and their supervisors is yet to be conducted as part of the evaluation of the workshops. (KC)

ED 209 433 CE 030 361

Moore, Michael G.

International Dimensions of Distance Education: A Perspective from the British Open University.

Pub Date-81
Note-8p.; Paper presented at the American Adult Education Conference (1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, Communications, *Continuing Education, *Educational Practices, *Educational Trends, Enrollment, *Extension Education, Independent Study, Individualized Instruction, Instruction, Nontraditional Education, Open Enrollment, *Open Universities, Outreach Programs, Program Descriptions, Program Development, Student Characteristics
Identifiers-*Distance Education, Open University (Great Britain)

This conference paper consists of a sketch of the British Open University at work as well as a brief commentary on current developments in the fields of communication technology, course design, instruction, and current trends in distance education. Provided first are statistics pertaining to current enrollment and enrollment projections, student body composition, staff size, and the extent of services provided by the University. Such issues as the relative feasibility of various audio, video, and telecommunications equipment; modification of correspondence units; and the effect of distance teaching on the nature of knowledge are covered. Described next are four new courses offered by the Open University and collaboration efforts between the Open University and outside agencies. Four trends in distance education are mentioned: the boom in distance education; the trends to apply distance teaching to a curriculum derived from the disciplines first and then move to a curriculum derived from the broad field of adult concerns; the trend in communications technology towards more individualized teaching; and the trend towards specialization in distance education. (MN)

ED 209 434 CE 030 363

Schambier, Robert F.

What To Do When the Pyramid Crumbles: The Path from XA to YB Leadership.

Pub Date-81

Note-9p.; Paper presented at the National Adult Education Conference (Anaheim, CA, October 29, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrative Change, Administrative Policy, *Administrative Principles, Adult Education, Decision Making, Educational Administration, Educational Cooperation, Educational Policy, Educational Practices, Elementary Secondary Education, Higher Education, Organizational Effectiveness, *Organizational Theories, Personnel Management, Policy Formation, School Administration, Self Actualization, Staff Utilization, Supervision, Teacher Alienation, Teacher Burnout, Teacher Morale, *Teacher Motivation, Teacher Role, Teacher Supervision, Teaching Conditions

Teachers are alienated and dissatisfied with their jobs and often burn out'' because they must work in a bureaucratic structure in which all or most decisions are made by administrators and are expected to be carried out by the professionals, rather than being made by the professionals or in collaboration. This pyramidal structure or organization is based on assumptions about human nature characterized by Douglas MacGregor as Theory X that is, that humans are lazy, will only do what profits them, and must be forced to work and be closely supervised. In contrast to Theory X is Theory Y, in which humans are seen as having a need for work, to pursue excellence, and to self-actualize,'' as Maslow called it. Most organizational researchers today contend that the era of effective Theory X management has passed and should be replaced by a Theory Y-style characterized by an organizational structure flatter than the pyramid, in which cooperation prevails and authority and responsibility are shared among administrators and professionals. Moving toward such a structure would help to solve some of the problems of teacher alienation today. Steps toward more participatory organizational management of schools include the following: (1) development of participative/supportive leadership processes; (2) concern for genuine motivational forces; (3) improved communications; (4) better interaction-influence processes; (5) improved decison-making processes; (6) mutual goal-setting or -ordering processes; and (7) improved control processes, considering individuals and their goals. Public school education will be improved if the hierarchical pyramid crumbles and is replaced by a new symbiosis of professionals and administrators working for conjoined system and individual goals. (KC)

ED 209 435 CE 030 366

Browning, Robert F. And Others
Preparation and Design for a Training Effectiveness Evaluation of Device 2F64C for Replacement Pilot Training.
Naval Training Analysis and Evaluation Group, Orlando, Fla.
Report No.-TAEG-108
Pub Date-Aug 81
Note-100p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Education, Aircraft Pilots, Curriculum Design, *Equipment Evaluation, *Flight Training, Military Personnel, *Military Training, *Online Systems, *Program Effectiveness, Program Evaluation, *Simulation

This report details the setting up of a program to assess the training potential of a new simulator (Device 2F64C) for training SH-3 replacement helicopter pilots. Section 2 describes the training situation at the fleet readiness squadron prior to and during the transition to a new curriculum that resulted from an instructional system development program. Section 3 discusses factors impacting on syllabi content and the process used in developing syllabi for assessing training effectiveness of Device 2F64C. A description is provided of the development of detailed scripts to ensure effective implementation of a syllabus designed to realize the maximum potential of the new device. Section 4 outlines the experimental plan for assessing the training effectiveness of Device 2F64C. The training regimen for a control group, performance data, and data collection process is described. Appendixes, amounting to approximately three-fourths of the report, include an excerpt of a training aid developed to facilitate learning of complex procedures and evaluate a computer authoring and editing system, two scenarios that are examples of a set developed for evaluating Device 2F64C, list of tasks on which the control group was trained, and a list of training tasks for the experimental group. (YLB)

ED 209 436 CE 030 368

Career Exploration and Career Development. Student Workbook.

Kentucky Univ., Lexington. Coll. of Education.

Spons Agency-Kentucky State Dept. of Education, Frankfort. Div. of Student Services.
Pub Date-81
Note-124p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Behavioral Objectives, *Career Development, *Career Education, *Career Exploration, Daily Living Skills, Employment Potential, Instructional Materials, Interest Inventories, Job Skills, Learning Activities, Reading Skills, Secondary Education, *Vocational Interests, *Work Attitudes, Work Environment

This student workbook consists of 23 career exploration/career development activities in the form of checklists, inventories, charts, and forms. Included among the activities provided are a work activities checklist, a work situations checklist, an interest checklist, a school subject chart, and a matrix on which to consolidate the information gathered in these inventories. Worker trait group descriptions are listed for 66 occupational groups. Also provided are worksite selection and worksite update forms and site placement and site visit records. An aptitude checklist and inventories to assess employability functional life, reading, and math skills are included. The remaining sections contain a learning activity sheet, an individualized education plan, a form to record student appointments with instructors/counselors, and a career exploration guide. (MN)

ED 209 437 CE 030 371

Paisley, William J. And Others

Assessment of Programs and Services for Displaced Homemakers in California.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-California State Dept. of Education, Sacramento.;

Department of Education, Washington, D.C.

Pub Date-Jun 81

Contract-8933

Note-38p.; For a related document see CE 030 372.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults, Community Services, *Displaced Homemakers, Educational Needs, Employment Services, Financial Support, *Human Services, *Institutional Role, Needs, *Program Effectiveness, Program Evaluation, Social Agencies, Statewide Planning

Identifiers-*California, Comprehensive Employment and Training Act

As part of a five-year plan for vocational education, the California State Department of Education and the Chancellor's Office of Community Colleges contracted for a study to be done to obtain information on programs and services that are being provided to displaced homemakers. Through a series of mailed questionnaires, first to self-identified groups, then to potential service providers, 119 programs and service centers providing aid for displaced homemakers were identified and contacted. An analysis of the responses of the 119 institutions indicated that there are two types of service providers: full-range programs that could be called displaced homemaker centers and programs; and other service providers, which did not provide total services for displaced homemakers but did serve them in various ways. The survey also indicated that the need is greater than the services provided, since there are more than 580,000 displaced homemakers to be served by the 119 centers. However, there are several strengths to the structure. First, the centers are found across the state; second, no single institutional type dominates, so individuals can find the institution that meets their needs. There are also weaknesses; namely, not all locations are served, and almost half of the centers and programs rely on Comprehensive Employment and Training Act (CETA) funds, which are in jeopardy. It was suggested that it would be beneficial for the centers to concentrate on providing a full range of counseling services, while the other service providers should concentrate on training for employment. (Services for and numbers of displaced homemakers by county are provided. An information request form and the survey form are appended.) (KC)

ED 209 438 CE 030 372

Arnold, Carolyn Marzone, Jean
Needs of Displaced Homemakers.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-California State Dept. of Education, Sacramento.; Department of Education, Washington, D.C.
Pub Date-Jun 81
Contract-8933

Note-28p.; For a related document see CE 030 371.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, *Displaced Homemakers, *Educational Needs, Employer Attitudes, Evaluation Needs, *Financial Needs, *Individual Needs, Information Seeking, *Need Gratification, Needs Assessment, Program Development, *Social Attitudes, Statewide Planning, Vocational Education
Identifiers-California

As part of its five-year state plan for vocational education, the California State Department of Education and the Chancellor's Office of the California Community Colleges commissioned a study of the needs of displaced homemakers. (These women's needs were relevant to the state's plans for vocational education because the Education Amendments of 1976 made it possible to address them.) Information was gathered by literature review, mail questionnaire, and direct communication with displaced homemakers and their service providers. These three information bases showed that displaced homemakers had a large number of needs that could be grouped into five major categories: informational needs about the services available to them; financial needs, both long- and short-term; personal counseling needs to aid in becoming emotionally stable and self-sufficient; vocational needs for employment at a level sufficient to support their families; and education and training needs to prepare for a first or a better job. It was also found that displaced homemakers are a product of a society that refuses to recognize work done in the home as real work,'' and it was stated that until societal attitudes change, with changes in Social Security and other financial programs, along with employer attitude changes, displaced homemakers will continue to have many problems in American society. (A bibliography of displaced homemaker materials is included in the report.) (KC)

ED 209 439 CE 030 375

Work after 65: Options for the 80's. Hearing before the Special Committee on Aging, United States Senate, Ninety-Sixth Congress, Second Session. Part 1 Washington, D.C.

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

Pub Date-24 Apr 80

Note-87p.; Not available in paper copy due to small print. For related documents see CE 040 376-377.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Learning, Age Discrimination, *Aging (Individuals), Demography, Educational Attitudes, Employee Attitudes, Employees, Employer Attitudes, *Employment, Flexible Working Hours, Government Role, Hearings, *Older Adults, Part Time Employment, Personnel Policy, Policy Formation, Population Distribution, Population Trends, *Public Policy, Reentry Workers, *Retirement, Retirement Benefits, Retraining, Skill Obsolescence, Work Attitudes

Identifiers-Congress 96th, Older Workers, Social Security

With Social Security and retirement benefits unable to keep up with inflation, and persons living longer than ever in this country, retirement at age 65 or younger may no longer be a desirable choice for millions of older workers. These themes were articulated by government officials and foundation officers at the first session of a U.S. Senate hearing on work after 65, held in Washington, D.C., in April, 1980. In the hearing, witnesses from the Center on Work and Aging, American Institutes for Research; the Gerontology Research Institute, University of Southern California; the Center for Studies in Social Policy, the Work in America Institute; the National Council on Aging; and the President's Commission on Pension Policy, along with Senators Lawton Chiles, Pete Domenici, John Heinz, and Charles Percy, testified that the demographic picture of the United States will show a much greater number of older persons after the turn of the next century, as compared to today. This population, if early-age retirements continue, will place a great strain on the resources of the country for support. At the same time, witnesses noted, many thousands of older workers are both capable and desirous of continuing on the job, or at least being employed part time. Efforts must be made to change both public policy and public opinion to both permit and encourage older workers to continue to be employed, according to the witnesses, with benefits from such a policy accruing to both the older persons and the economy of the country. (KC)

ED 209 440   CE 030 376

Work after 65: Options fo[illegible] 80's. Hearing before the Special Committee on Aging, United [illegible]tates Senate, Ninety-Sixth Congress, Second Session. Part 2 Washington, D.C.

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

Pub Date-13 May 80

Note-112p.; Not available in paper copy due to small print. For related documents see CE 030 375-377.

Pub Type- L[illegible]l/Legislative/Regulatory Materials (090) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Age Discrimination, *Aging (Individuals), Demography, Employee Attitudes, Employees, *Employer Attitudes, *Employment, Flexible Working Hours, Government Role, Hearings, *Older Adults, Part Time Employment, *Personnel Policy, Policy Formation, Population Distribution, Population Trends, Public Policy, Reentry Workers, *Retirement, Retirement Benefits, Work Attitudes

Identifiers-Congress 96th, Older Workers

Flexible retirement policies have worked very well for four major United States corporations, according to testimony of their executives during the second part of a U.S. Senate hearing on work after age 65, conducted in Washington, D.C., in May, 1980. Executives of Xerox, Polaroid, Bankers Life and Casualty, and Atlantic Richfield told the special committee on aging that their companies have a 15-year span from 55 to 70 and beyond during which employees can choose to retire. The executives said that in most cases the best, most productive workers were the ones who chose to stay the longest; thus, not having mandatory retirement was helpful for the companies. The company officials also commented that older workers had records of absences that were as good as or better than those of younger workers, and much better safety records. The hearing record also includes testimony about the needs of older workers and the future needs of the marketplace for older workers by Senators Lawton Chiles, Charles Percy, John Glenn, David Pryor, and John Melcher. In addition, reports of various task forces and surveys relating to older workers and retirement are appended to the document. (KC)

Work after 65: Options for the 80's. Hearing before the Special Committee on Aging, United States Senate, Ninety-Sixth Congress, Second Session. Part 3 Orlando, Fla.

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.
Pub Date-9 Jul 80
Note-67p.; Not available in paper copy due to small print. For related documents see 030 CE 375-376.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Learning, *Age Discrimination, *Aging (Individuals), Demography, Employee Attitudes, Employees, Employer Attitudes, Employment, *Employment Problems, Flexible Working Hours, Hearings, *Older Adults, Part Time Employment, Personnel Policy, Policy Formation, Population Distribution, Population Trends, *Public Policy, Reentry Workers, *Retirement, Retirement Benefits, Retraining, Unemployment, Work Attitudes
Identifiers-Congress 96th, Florida, Older Workers, Social Security

The problem of senior citizens in Florida who need to work are chronicled in this third part of the Senate Special Committee on Aging, Work after 65 hearings, conducted in Orlando, Florida, in July, 1980. During the Florida hearing, representatives of various government programs for senior citizens, professors of education and economics and private employers and employment agencies described the services their agencies or offices provided for persons over age 65, and the problems these seniors encounter. Themes running through the testimony were that pensions and Social Security provide inadequate incomes for most retired persons, and, therefore, the people need jobs. However, they often encounter discrimination in finding a job and in being paid a fair wage. However, experience has shown that older workers are as capable as younger ones if they are allowed to work. The witnesses urged more help for senior citizens in finding employment and in filling out forms required, as well as suggestions for increasing Medicare benefits. Many personal anecdotes of productive senior citizens are included. (KC)

ED 209 442 CE 030 381

Metz, A. Stafford Sietsema, John P.

Occupations of Recent College Graduates.

National Center for Education Statistics (ED), Washington, D.C.

Pub Date-Apr 81

Note-52p.; Not available in paper copy due to small print.

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Bachelors Degrees, Clerical Occupations, *College Graduates, Demand Occupations, *Employment, *Employment Statistics, Females, Graduate Students, Graduate Surveys, Health Occupations, Higher Education, *Majors (Students), Males, Managerial Occupations, Occupational Surveys, *Occupations, Professional Occupations, Tables (Data), Technical Occupations, Unemployment

Identifiers-Recent College Graduates Survey 1978 (NCES)

This report provides data on occupational outcomes (type of occupation, unemployed, and not in the labor force) as of February, 1978, by major field of study for persons who received bachelor's degrees during the July 1, 1976-June 30, 1977, school year. Section 1 presents findings that summarize the occupational outcome data by major field of study. Since certain fields and occupations tend to attract members of one sex more than the other, occupational outcome is examined separately for males and females. Also, since the occupational outcomes of bachelor's recipients who are enrolled and who are not enrolled for an advanced degree may be different, occupational outcome is looked at separately for those enrolled and not enrolled for an advanced degree. The basic data tables presented in section 2 are designed to serve as reference tables for college students and others involved in the process of choosing a major field career. These tables provide profiles of occupation and employment status for the major fields of study covering all bachelor's recipients, men and women, and those enrolled and not enrolled for an advanced degree. (KC)

ED 209 443

CE 030 391

White, Karl R. Osguthorpe, Russell T.
Needs Assessments in Career Education: Alternatives to Published Tests
National Technical Inst. for the Deaf, Rochester, N. Y.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Report No.-NTID-PS-18
Pub Date-Oct 77
Note-18p.
Pub Type- Opinion Papers (120) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Education, *Evaluation Methods, *Needs Assessment, Questionnaires, Standardized Tests, *Test Construction, *Test Selection, Test Use

A basic consideration in conducting a career education needs assessment is whether to select published tests or to develop new instruments and evaluation techniques. Advantages of published tests are availability and convenience and ease to use. Advantages in using self-developed measures can be seen by examining a needs assessment study in which both types are used. In a fall 1976 needs assessment for career education in upstate New York, ninth and twelfth graders were administered the attitudes section of the Career Maturity Inventory (CMI), and they and their parents also responded to a project-developed questionnaire. Interpretation of CMI results was that the average student needed supplemental career education and guidance slightly less than the average student in the nation. The questionnaire asked questions concerning parental influence and school influence on career decisions. Data suggested that parents and children agreed on need for parental influence but disagreed regarding amount, usefulness, and quality of parents' information. The public felt the school was not doing sufficient work in career education, and more effective information dissemination and parental education were needed. A comparison of needs assessment information obtained from the two tests indicates that the self-developed questionnaire provided the most meaningful, useful information. (YLB)

ED 209 444 CE 030 393

Jackson, Gregg B. Meyer, Francine H.

Evaluations of Firms and Professionals Who Provide Consumer Services. An Annotated Bibliography of Consumer Services.

Washington Center for the Study of Services, Washington, D.C.
Spons Agency-Office of Consumer's Education (ED), Washington, D.C.
Pub Date-Dec 80
Note-73p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Abstracts, Annotated Bibliographies, *Community Services, *Consumer Education, *Consumer Protection, Consumer Science, Evaluation Methods, Financial Services, Human Services, *Professional Services, Research Methodology, *Summative Evaluation

This annotated bibliography contains summaries of studies of consumer services in 39 fields, plus summaries of publications of interest to consumer advocates, published during the past 10 years. Since most service providers do business in a single locale, the evaluations are usually local in scope (for example, a comparison of major appliance repair firms in Washington, D.C.), although assessments of an entire service industry rather than of individual providers, suggestions to aid individual consumers in shopping for a given kind of service provider, general information about a service field, common problems and ripoffs'' in a service field, instructions for do-it-yourselfers, and methods for conducting consumer studies are included. The bibliography is organized into two parts. The first part covers the 39 service fields, arranged in alphabetical order. Example fields included are abortion clinics, appliance repair, auto repair, day care services, employment agencies, food stores, hospital emergency rooms, opticians, plumbers, schools, and television repair shops. The second part covers four general topics on producing and disseminating service provider evaluations (fund-raising and selling publications, libel law, publicity, and research methods). The annotations of those documents that report evaluations of service providers focus on the characteristics that were assessed, the means of data collection, and the basic findings. Names and addresses of contact persons and sources of the documents and related research materials and methodology are provided. (KC)

ED 209 445 CE 030 400

Selman, Gordon R.

The Canadian Association for Adult Education in the Corbett Years: A Re-Evaluation. Occasional Papers in Continuing Education Number 20.

British Columbia Univ., Vancouver. Centre for Continuing Education.

Pub Date-Sep 81

Note-48p.

Available from-Centre for Continuing Education, The University of British Columbia, Vancouver, Canada V6T 1W5 ($3.00).

Pub Type- Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Education, Citizenship Education, *Educational Cooperation, Educational Development, *Educational History, Educational Improvement, *Educational Philosophy, Educational Planning, Educational Principles, Instructional Materials, Nationalism, Organizational Change, *Organizational Development, Organizations (Groups), Pamphlets, Rural Education

Identifiers-*Canadian Association for Adult Education, *Corbett (Ned)

This monograph deals with the philosophical and idealogical development of the Canadian Association for Adult Education (CAAE) during the years of Ned Corbett's leadership of the organization from its founding in 1935 to his retirement in 1951. The first stage of transformation of the CAAE is discussed in terms of the association changing from a clearinghouse and information center to assuming a direct programming role in the field of citizenship education. Next, numerous quotations from directors' reports are presented to show the development of a second stage of the association as a social reform movement. The 1943 Manifesto, with its statement of seven principles, and Corbett's 1947 principles of adult education are presented. Programs and services provided by the association are described and examples of the thinking of the times are quoted from Adult Learning and Food for Thought. Reviewed next are the publications program in connection with Farm Radio Forum and Citizen's Forum and the association's relationship to other organizations through the Joint Planning Commission. Following a discussion of selected briefs representing lobbying activities is a summary of the Corbett years, the central themes of which were citizenship education, rural adult education, and Canadian nationalism. An extensive bibliography is provided. (BPB)

ED 209 446 CE 030 402

Attivo, Barbara J. And Others

Establishment of a Data Base for Use in the Development of a Model for Awarding Academic Credit to CETA Participants. Final Report for Governor's Special Grant.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Research and Evaluation.
Spons Agency-Pennsylvania State Dept. of Labor and Industry, Harrisburg.
Pub Date-May 81
Note-107p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-College Credits, *Credits, *Disadvantaged Youth, Employment Programs, *Experiential Learning, Federal Programs, *Job Skills, Postsecondary Education, Program Development, Secondary Education, Youth Employment
Identifiers-*Comprehensive Employment and Training Act, Pennsylvania

A study was conducted to examine methods through which Comprehensive Employment and Training Act (CETA) participants may be awarded credit for participation in CETA-sponsored programs in Pennsylvania. To accomplish this, CETA prime sponsors, CETA program operators, and a group of randomly selected potential program operators were surveyed. After identifying programs that had established credit-awarding procedures, on-site interviews were conducted to determine how this credit was awarded, the extent of credit awarded, the types of activities for which the credit was awarded, and the strengths and weaknesses of the credit-awarding process. The results of the study indicated that less than one-half of the respondents who operated programs awarded credit for CETA-sponsored activities, while half of those who did not award credit believed that awarding credit was inappropriate. A problem viewed by both proponents and nonproponents of awarding credit was that the participants were paid, and program operators forecasted or perceived negative community reactions for paying students to go to school.'' Some respondents who did not award credit had an erroneous understanding of the process for granting credit. Programs that did award credit gave it for classroom experiences such as development of job-seeking skills, remedial and developmental instruction in English, reading, mathematics, and attainment of consumer skills, with .5 to 2.0 credits being awarded. It was recommended that a model for awarding credit be developed and more information about the credit-granting process be given to program operators, school boards, and community groups. (KC)

ED 209 447 CE 030 404

Electricity and Electronics Objectives Dependents Schools (DOD), Washington, D.C.
Report No.-DS-Man-2875.1; DS-Man-2875.2
Pub Date-15 Nov 80
Note-22p.; For related documents see CE 030 405-407.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavioral Objectives, Career Education, Computers, Curriculum Guides, *Electricity, *Electronics, Facility Guidelines, Individualized Instruction, Laboratories, Secondary Education, Textbooks, Vocational Education

This manual provides program objectives for instructors teaching electricity and electronics courses in junior and senior high Department of Defense Dependents Schools. The manual begins with a description of the electricity/electronics courses offered in the Dependents Schools. Following is the main part of the document, consisting of two general objectives: (1) to demonstrate an understanding of the basic concepts and skills in electricity and electronics, and (2) to demonstrate an understanding of the basic concepts related to computers. For each of these objectives, program objectives and suggested instructional objectives are provided, correlated with grade level and electronics or electricity courses. The final section of the manual is an illustrated layout of suggested facilities for the electricity/electronics laboratory. Appended to the manual is a list of approved textbooks for the electricity/electronics curriculum, along with publishers' and authors' names, sources of materials, and names of the textbook review committees. (KC)

ED 209 448 CE 030 405

Automative Technology Objectives Dependents Schools (DOD), Washington, D.C.
Report No.-DS-Man-2870.1; DS-Man-2870.2
Pub Date-15 Nov 80
Note-36p.; For related documents see CE 030 404-407.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Auto Mechanics, Behavioral Objectives, Career Education, Consumer Education, Course Descriptions, *Course Objectives, Curriculum Guides, Facility Guidelines, Individualized Instruction, Instructional Materials, Laboratories, Power Technology, Secondary Education, Vocational Education

This manual provides program objectives for instructors teaching automotive technology courses in junior and senior high Department of Defense Dependents Schools. The manual begins with a description of the automotive technology courses offered in the Dependents Schools, and a list of instructor expectations. Following is the main part of the document, consisting of the program's general objective (the student will integrate the principles, theories, and skills of automotive technology), with 21 program objectives. Each program objective is correlated with several suggested instructional objectives and with each grade level for courses in exploratory power mechanics, automotive consumerism, introduction to automotive technology, and vocational automotive mechanics. The final section of the manual contains suggested facility layouts, with illustrations, for an auto mechanics laboratory. Appended to the document is a list of approved textbooks and instructional materials for the automotive technology curriculum, along with publishers' and authors' names, sources of materials, and names of the textbook review committees. (KC)

ED 209 449 CE 030 406

Graphic Arts Objectives Dependents Schools (DOD), Washington, D.C.
Report No.-DS-Man-2860.1; DS-Man-2860.2
Pub Date-15 Nov 80
Note-22p.; For related documents see CE 030 404-407.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavioral Objectives, Career Education, *Course Objectives, Curriculum Guides, Facility Guidelines, *Graphic Arts, Individualized Instruction, Instructional Materials, Laboratories, Secondary Education, Vocational Education

This manual provides program objectives for instructors teaching graphic arts courses in junior and senior high Department of Defense Dependents Schools. The manual contains the program's general objective (students will demonstrate an understanding of the basic concepts and principles of graphic communications), and 15 program objectives. Each program objective is correlated with several suggested instructional objectives and with each grade level of the graphic arts curriculum. Following the objectives, suggested facilities layouts for a graphic communications laboratory, with drawings, are provided. Appended to the document is a list of approved textbooks and instructional materials for the graphic arts curriculum, along with publishers' and authors' names, sources of materials, and names of the textbook review committees. (KC)

ED 209 450 CE 030 407

Cosmetology Objectives Dependents Schools (DOD), Washington, D.C.
Report No.-DS-Man-2855.1; DS-Man-2855.2
Pub Date-15 Nov 80
Note-21p.; For related documents see CE 030 404-406.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavioral Objectives, Career Education, *Cosmetology, *Course Objectives, Curriculum Guides, Facility Guidelines, Individualized Instruction, Instructional Materials, Laboratories, Secondary Education, Vocational Education

This manual provides program objectives for instructors teaching cosmetology courses in junior and senior high Department of Defense Dependents Schools. The manual begins with a description of the cosmetology program offered in the Dependents Schools. Following an illustrated description of a suggested cosmetology laboratory is the main part of the document, consisting of a general objective (students will demonstrate an understanding of the concepts and process of cosmetology) and 16 program objectives. Each program objective is correlated with several suggested instructional objectives and with each grade level of the cosmetology curriculum. Appended to the document is a list of approved textbooks and instructional materials for the cosmetology curriculum, along with publishers' and authors' names, sources of materials, and names of the textbook review committees. (KC)

ED 209 451 CE 030 429

Hahn, Andrew Friedman, Barry

The Effectiveness of Two Job Search Assistance Programs for Disadvantaged Youth. Final Report.

Brandeis Univ., Waltham, Mass. Florence Heller Graduate School for Advanced Studies in Social Welfare.

Spons Agency-Office of Youth Programs (DOL), Washington, D.C.
Pub Date-81
Grant-DOL-99-8-1879-33-41
Note-222p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Adolescents, Career Counseling, Comparative Analysis, Counselor Role, *Demonstration Programs, *Disadvantaged Youth, Employment Programs, Employment Services, Evaluation, Federal Programs, *Job Placement, *Job Search Methods, Job Skills, *Program Effectiveness, Program Evaluation, Success, Summative Evaluation, Young Adults, *Youth Employment
Identifiers-Massachusetts (Cambridge), Pennsylvania (Wilkes Barre), Youth Employment and Demonstration Projects Act

Two job search assistance programs for disadvantaged youth, funded under the Youth Employment and Demonstrations Project Act, were evaluated for both operation and impact. The two programs were the Cambridge, Massachusetts, Job Factory, which paid youths a stipend for doing the job'' of finding a job, while providing group activities, resume writing, job search skills and placement assistance; and the Wilkes-Barre, Pennsylvania, Workshop, which assigned participants to one of three treatment groups to receive either individual career counseling and job placement services, career counseling, job placement services, and group job search skills workshops, or career counseling and job search skills workshops. No stipend was paid in the Pennsylvania project. In the Cambridge group, 203 youths were enrolled in the Job Factory while 165 served as controls; 396 youths were enrolled in the three treatment groups in Wilkes-Barre. The process evaluation showed that the Job Factory functioned fairly smoothly because it was a modification of an existing program, while the Workshop experienced difficulties in implementation because of its top-down'' model. The impact evaluation found that the Job Factory had a substantial effect in getting youth to work quickly, although these effects may not continue long-term, while in the Workshop, there were no significant differences in the rate of job finding for the three groups. Job Factory participants found moderately better jobs than the controls, while no major differences in the groups were found in the Workshop participants. In Cambridge, attitudes/knowledge areas did not contribute to job finding, while in Wilkes Barre, job search skills were a significant component of job finding. Overall, it was found that the intensity of the search fostered by the moral support of counselors was the most significant component in the job search assistance programs. (KC)

ED 209 452 CE 030 430

Hoyt, Kenneth B.

Implementation Issues in K-12 Career Education. Monographs on Career Education.

Office of Career Education (ED), Washington, D.C.
Pub Date-Aug 80
Note-38p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Education, Definitions, Educational Attitudes, Educational Philosophy, *Education Service Centers, Elementary Secondary Education, Fused Curriculum, *Interdisciplinary Approach, Policy Formation, Problem Solving, *Program Implementation, *Vocational Education, Workshops
Identifiers-Department of Education

As a result of a series of miniconferences held throughout the United States on implementing career education in grades K-12, four implementation issues were identified and summarized in this monograph. (Other issues are treated in separate publications.) The issues which the K-12 educators identified as very important were the following: (1) the issue of infusing career education into the regular curriculum versus creating separate courses; (2) whether the term career education'' should be abandoned; (3) the nature of the relationship between vocational education and career education, and (4) the use of career education resource centers in many school districts. For each of these issues, the arguments pro and con as advanced by the miniconference participants are summarized, and the personal observations of Kenneth B. Hoyt, Director, Office of Career Education, U.S. Department of Education, are included. As a result of the discussion at the conferences, Hoyt concludes that K-12 career education practitioners are fully capable of defining and discussing crucial conceptual issues, and they should be listened to more by those who make career education policy decisions; and that if an issue can be identified, there are already several K-[illegible] career education practitioners in the country who have developed unique approaches to solving the problem. (KC)

ED 209 453   CE 030 431

Adamsky, Richard A.
Validate an Occupational Analysis. Professional Preparation Module. Vocational Teacher. X-1.
Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Research and Evaluation.
Pub Date-1 Jun 81
Contract-85-9825
Note-47p.; This module is a revised version of ED 192 158. For related documents see CE 030 432-437, ED 192 053-068, and ED 192 154-159.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Objectives, *Competency Based Teacher Education, Individualized Instruction, *Job Analysis, Learning Activities, Learning Modules, Program Administration, Program Implementation, *Validity, *Vocational Education, *Vocational Education Teachers

This module is one in a series of seven focused on skills vocational teachers need to develop and manage programs that are performance-based and fully individualized. Designed to allow for individualization of a teacher education program, these modules supplement those prepared by the National Center for Research in Vocational Education for professional development of vocational teachers. The objective of this module is to help develop skill in validating existing occupational analyses. (Analysis is a process through which the skills, knowledge, and attitudes needed for successful employment are identified.) Focuses are on the process used to establish a program's scope, development of skills needed to revise existing analyses, and verification of a revised occupational analysis. Contents include three learning experiences based on three enabling objectives that provide background information, practice experiences, or a combination. Completion of these experiences should lead to achievement of the terminal objective in the fourth and final learning experience with teacher performance assessment form. Each learning experience includes a learning activity (activities) with information sheets, case studies, and self-checks with model answer (as feedback). Optional activities may also be provided. (YLB)

ED 209 454 CE 030 432

Adamsky, Richard A.

Prepare Valid Performance Objectives. Professional Preparation Module. Vocational Teacher. X-2.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Research and Evaluation.

Pub Date-1 Jun 81

Contract-85-9825

Note-51p.; This module is a revised version of ED 192 157. For related documents see CE 030 431-437, ED 192 053-068, and ED 192 154-159.

Pub Type- Guides - Classroom - Learner (051).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Behavioral Objectives, *Competency Based Teacher Education, Individualized Instruction, Learning Activities, Learning Modules, Material Development, Program Administration, Program Implementation, *Teacher Developed Materials, Teacher Evaluation, *Validity, *Vocational Education, *Vocational Education Teachers

This module is one in a series of seven focused on skills vocational teachers need to develop and manage programs that are performance-based and fully individualized. Designed to allow for individualization of a teacher education program, these modules supplement those prepared by the National Center for Research in Vocational Education for professional development of vocational teachers. The objective of this module is to help develop skill in preparing valid performance objectives. Focuses are revising existing performance objectives or writing one's own and establishing the validity of both terminal and enabling performance objectives. Contents include three learning experiences based on three enabling objectives that provide background information, practice experiences, or a combination. Completion of these experiences should lead to achievement of the terminal objective in the fourth and final learning experience with teacher performance assessment form. Each learning experience includes a learning activity (activities) with information sheets, case studies, and self-checks with model answer (as feedback). Optional activities may also be provided. (YLB)

ED 209 455 CE 030 433

Adamsky, Richard A.

Develop a Module for Individualized Instruction. Professional Preparation Module. Vocational Teacher. X-3.

Temple Univ., Philadelphia, [illegible] of Vocational Education.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Research and Evaluation.

Pub Date-1 Jun 81

Contract-85-9825

Note-57p.; This module is a revised version of ED 192 156. For related documents see CE 030 432-437, ED 192 053-068, and ED 192 154-159.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Behavioral Objectives, *Competency Based Teacher Education, *Individualized Instruction, Learning Activities, Learning Modules, *Material Development, Program Administration, Program Implementation, Teacher Developed Materials, Tests, *Vocational Education, *Vocational Education Teachers

This module is one in a series of seven focused on skills vocational teachers need to develop and manage programs that are performance-based and fully individualized. Designed to allow for individualization of a teacher education program, these modules supplement those prepared by the National Center for Research in Vocational Education for professional development of vocational teachers. The objective of this module is to help develop skill in developing modules for individualized instruction. Focuses are components considered essential to include a module and the process to follow to develop an effective module. Contents include four learning experiences based on four enabling objectives that provide background information, practice experiences, or a combination. Completion of these experiences should lead to achievement of the terminal objective in the fifth and final learning experience with teacher performance assessment form. Each learning experience includes a learning activity (activities) with information sheets, case studies, and self-checks with model answer (as feedback). Optional activities may also be provided. (YLB)

ED 209 456 CE 030 434

Adamsky, Richard A.

Arrange for the Improvement of Vocational Facilities for Individualized Instruction. Professional Preparation Module. Vocational Teacher. X-4.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Research and Evaluation.

Pub Date-1 Jun 81

Contract-85-9825

Note-46p.; This module is a revised version of ED 192 155. For related documents see CE 030 432-437, ED 192 053-068, and ED 192 154-159.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Objectives, *Competency Based Teacher Education, *Educational Facilities Improvement, Educational Planning, *Facility Requirements, *Individualized Instruction, Learning Activities, Learning Modules, Program Administration, Program Implementation, Resource Centers, *Vocational Education, *Vocational Education Teachers

This module is one in a series of seven focused on skills vocational teachers need to develop and manage programs that are performance-based and fully individualized. Designed to allow for individualization of a teacher education program, these modules supplement those prepared by the National Center for Research in Vocational Education for professional development of vocational teachers. The objective of this module is to help develop skill in arranging for the improvement of vocational facilities for individualized instruction. Focuses are organization of the vocational facility for individualized instruction and procedures followed to develop a facilities improvement phase-in plan. Contents include three learning experiences based on three enabling objectives that provide background information, practice experiences, or a combination. Completion of these experiences should lead to achievement of the terminal objective in the fourth and final learning experience with teacher performance assessment form. Each learning experience includes a learning activity (activities) with information sheets, case studies, and self-checks with model answer (as feedback). Optional activities may also be provided. (YLB)

ED 209 457 CE 030 435

Adamsky, Richard A.

Establish an Outcomes Oriented Grading System. Professional Preparation Module. Vocational Teacher.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Research and Evaluation.

Pub Date- 1 Jun 81

Contract-85-9825

Note-39p.; For related documents see CE 030 432-437, ED 192 053-068, and ED 192 154-159.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavioral Objectives, *Competency Based Teacher Education, *Grading, Individualized Instruction, Learning Activities, Learning Modules, Program Administration, Program Implementation, Student Evaluation, *Vocational Education, *Vocational Education Teachers

Identifiers-Outcome Oriented Grading

This module is one in a series of seven focused on skills vocational teachers need to develop and manage programs that are performance-based and fully individualized. Designed to allow for individualization of a teacher education program, these modules supplement those prepared by the National Center for Research in Vocational Education for professional development of vocational teachers. The objective of this module is to help develop skill in establishing a rational grading system, one that has an outcomes orientation. Focuses are the difference between norm-referenced grading and criterion-referenced grading and development of a grading system that compares students to an absolute criterion when determining their grades. Contents include two learning experiences based on two enabling objectives that provide background information, practice experiences, or a combination. Completion of these experiences should lead to achievement of the terminal objective in the third and final learning experience with teacher performance assessment form. Each learning experience includes a learning activity (activities) with information sheets, case studies, and self-checks with model answer (as feedback). Optional activities may also be provided. (YLB)

ED 209 458 CE 030 436

Adamsky, Richard A.

Manage Student Activity in an Individualized Instructional Program. Professional Preparation Module. Vocational Teacher.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Research and Evaluation.
Pub Date- 1 Jun 81

Contract-85-9825
Note-76p.; For related documents see CE 030 432-437, ED 192 053-068, and ED 192 154-159.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Behavioral Objectives, Class Activities, *Classroom Techniques, *Competency Based Teacher Education, Educational Planning, *Individualized Instruction, Instructional Design, Learning Activities, Learning Modules, Program Administration, Program Implementation, Student Participation, Teacher Effectiveness, *Teaching Methods, *Vocational Education, *Vocational Education Teachers

This module is one in a series of seven focused on skills vocational teachers need to develop and manage programs that are performance-based and fully individualized. Designed to allow for individualization of a teacher education program, these modules supplement those prepared by the National Center for Research in Vocational Education for professional development of vocational teachers. The objective of this module is to help develop skill in managing student activity in an individualized instruction program. Focuses are procedures used to involve students in long- and short-range planning, procedures used to provide them with the leadership they need to make progress in their programs, and procedures used to direct students as they use modules in their programs. Contents include two learning experiences based on two enabling objectives that provide background information, practice experiences, or a combination. Completion of these experiences should lead to achievement of the terminal objective in the third and final learning experience with teacher performance assessment form. Each learning experience includes a learning activity (activities) with information sheets, case studies, and self-checks with model answer (as feedback). Optional activities may be provided. (YLB)

ED 209 459 CE 030 437

Adamsky, Richard A.

Assist Vocational Personnel Move Toward Adoption of Performance Based Vocational Education (PBVE). Professional Preparation Module. Change Agent.

Temple Univ., Philadelphia, Pa. Div. of Vocational Education.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Research and Evaluation.

Pub Date-1 Jun 81

Contract-85-9825

Note-75p.; This module is a revised version of ED 192 159. For related documents see CE 030 431-436, ED 192 053-068, and ED 192 154-159.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Behavioral Objectives, *Change Agents, Change Strategies, *Competency Based Teacher Education, Diffusion, *Educational Change, Educational Innovation, Individualized Instruction, Learning Activities, Learning Modules, Program Administration, Program Implementation, *Teacher Role, *Vocational Education, *Vocational Education Teachers

This module is one in a series of seven focused on skills vocational teachers need to develop and manage programs that are performance-based and fully individualized. Designed to allow for individualization of a teacher education program, these modules supplement those prepared by the National Center for Research in Vocational Education for professional development of vocational teachers. The objective of this module is to help develop skill in functioning in the role of change agent. Focuses are performance-based vocational education, change in education, and the Pennsylvania Diffusion Plan for effecting changes needed to institutionalize performance-based vocational education and the vocational educator's part in the plan. Contents include four learning experiences based on four enabling objectives that provide background information, practice experiences, or a combination. Completion of these experiences should lead to achievement of the terminal objective in the fifth and final learning experience with teacher performance assessment form. Each learning experience includes a learning activity (activities) with information sheets, case studies, and self-checks with model answer (as feedback). Optional activities may also be provided. (YLB)

ED 209 460 CE 030 442

Orsak, Charles G., Jr.

The Folk High School: Denmark's Contribution to Adult Education.

Pub Date-Nov 81
Note-50p.
Pub Type- Historical Materials (060)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Education, Cultural Education, *Educational History, *Educational Philosophy, *Folk Schools, *Nontraditional Education
Identifiers-*Danish Folk Schools, Denmark, Folk High Schools, Grundtvig (Nicolai), Scandinavia

This paper provides an historical record of the folk high school as a liberal educational philosophy since the mid-nineteenth century. The social and political setting in which the Danish folk high school began, along with a biographical sketch of its founder, N. F. S. Grundtvig (1783-1872), are reviewed within the first eight pages. The folk high school in Denmark is reviewed in terms of basic characteristics, the residential collective adult education concept, course scheduling, instructor qualifications, administration, and financing. A description of the Skaelskoer folk high school is presented and includes statistical data, aims and objectives, financial and recruitment aspects, course length and descriptions, teaching methods and techniques, function and education of teachers, intended and unintended effects, and fundamental risks. Then descriptions of the folk high school programs in Norway, Sweden, and Finland are presented. Included in the 5-page section on impact are the following: participation figures; similarities and differences among folk high schools in Nordic countries; and a brief overview of folk high schools in England and Scotland, continental Europe, North America, Asia, and Africa. The paper concludes with considerations of the future of the folk high school. (BPB)

ED 209 461 CE 030 445

Newton, Fred E. McDowell, Sonya

Planning for Progress. Evaluating and Planning for Vocational Education in Oregon.

Multnomah County Education Service District, Portland, Oreg.
Spons Agency-Oregon State Dept. of Education, Salem.
Pub Date-Oct 81
Grant-26-000-146
Note-140p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Administrator Guides, *Data Collection, Decision Making, *Educational Planning, Guidelines, Leaders Guides, Long Range Planning, Program Costs, Program Design, *Program Development, *Program Evaluation, Records (Forms), School Districts, *Statewide Planning, *Vocational Education
Identifiers-*Oregon

Designed to provide Oregon vocational directors and teachers with a process for collecting information to be used in evaluating and planning vocational education programs, this handbook presents guidelines for both local annual planning and long-range planning. Various items to consider when reviewing an existing program are covered, including availability of jobs for graduates, program outcomes, program components, developing a plan for the program, modification and operating costs, and alternatives to the program. Examined next are the following aspects of reviewing an alternative program: assisting the availability of jobs for program completers, determining program outcomes, estimating program operating costs, and evaluating alternatives to the program. The following areas of the decision-making process for a new program are described: availability of jobs for program participants, interest in the new program, preliminary plans for the program under consideration, operating costs, cost effectiveness, and alternatives to the program. Also set forth are guidelines for developing a district long-range plan. A planning leader's guide is provided. Included in appendixes are Oregon standards applying to

vocational education, proposed specific vocational program requirements, and 27 forms for use in planning a vocational program. (MN)

ED 209 462 CE 030 452

Dunn, James A.

Business and Office Education: Instructional Materials. ISSOE Managing Student Progress.

Cornell Univ., Ithaca, N.Y. Inst. for Occupational Education.

Spons Agency-New York State Education Dept., Albany. Div. of Occupational Education Instruction.

Report No.-ISSOE-81-04-B

Pub Date- 81

Grant-80-30-1115GS

Note-150p.; For related documents see CE 030 453-456 and the note of ED 199 517.

Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Business Skills, Calculators, Communication Skills, Data Processing, Filing, High Schools, *Instructional Materials, *Job Skills, Office Machines, *Office Occupations Education

Identifiers-Instructional Support System Occupational Educ

Intended for instructors in occupational education programs, this catalog identifies instructional materials found to be successful for teaching specific occupational competencies identified in the Instructional Support System for Occupational Education (ISSOE) in the area of business and office education. Contents include 151 materials reporting forms for materials used in various program areas of business and office education. Forms are organized first by program area and then by ISSOE task numbers arranged sequentially. (A separate form is provided for each task for which the material is used). Program areas/units include communication skills, filing and retrieval, adding and calculating machines, financial and recordkeeping systems, and data processing. The materials reporting form provides this information: course, unit, and module titles; task title and number; school name and address, instructor, and phone number; ISSOE region; V-TECS number; type of instruction materials best suited for; instructional, grade, and ability levels; type of materials used; title of material, author, edition, copyright date, publisher, cost, and pages used; comments; and written teacher comments. (YLB)

ED 209 463 CE 030 453

Dunn, James A.

Distributive Education: Instructional Materials. ISSOE Managing Student Progress.

Cornell Univ., Ithaca, N.Y. Inst. for Occupational Education.

Spons Agency-New York State Education Dept., Albany. Div. of Occupational Education Instruction.

Report No.-ISSOE-81-04-A

Pub Date- 81

Grant-80-3A-1115GS

Note-14p.; For related documents see CE 030 452-456 and the note of ED 199 517.

Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Credit (Finance), *Distributive Education, High Schools, *Instructional Materials, *Job Skills, *Merchandising, *Retailing

Identifiers-*Credit Clerks, Instructional Support System Occupational Educ, *Stock Clerks

Intended for instructors in occupational education programs, this catalog identifies instructional materials found to be successful for teaching specific occupational competencies identified in the Instructional Support System for Occupational Education (ISSOE) in the area of distributive education. Contents include 7 materials reporting forms for materials used in the various program areas of retail merchandising. Forms are arranged first by program area and then by ISSOE task numbers arranged sequentially. (A separate form is provided for each task for which the material is used.) Program areas/units include stock clerk and credit clerk. The materials reporting form provides this information: course, unit, and module titles; task title and number; school name and address, instructor, and phone number; ISSOE region; V-TECS number; type of instruction materials best suited for; instructional, grade, and ability levels; type of materials used; title of material, author, edition, copyright date, publisher, cost, and pages used; comments; and written teacher comments. (YLB)

ED 209 464 CE 030 454

Dunn, James A.

Health Care Occupations: Instructional Materials. ISSOE Managing Student Progress.

Cornell Univ., Ithaca, N.Y. Inst. for Occupational Education.

Spons Agency-New York State Education Dept., Albany. Div. of Occupational Education Instruction.

Report No.-ISSOE-81-04-C

Pub Date- 81

Grant-80-3A-1115GS

Note-34p.; For related documents see CE 030 452-456 and the note of ED 199 517.

Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Allied Health Occupations Education, High Schools, *Instructional Materials, *Job Skills, *Nurses Aides, *Vocational Education

Identifiers-Instructional Support System Occupational Educ

Intended for instructors in occupational education programs, this catalog identifies instructional materials found to be successful for teaching specific occupational competencies identified in the Instructional Support System for Occupational Education (ISSOE) in the area of health care occupations education. Contents include 27 materials reporting forms for materials used in the various program areas of health assisting. Forms are arranged first by program area and then by ISSOE task numbers arranged sequentially. A separate form is provided for each task for which the material is used. Program areas/units include health care procedures, nutrition, special health needs, and special health care procedures. The materials reporting form provides this information: course, unit, and module titles; task title and number; school name and address, instructor, and phone number; ISSOE region; V-TECS number; type of instruction materials best suited for; instructional, grade, and ability levels; type of materials used; title of material; author, edition, copyright date, publisher, cost, and pages used; comments; and written teacher comments. (YLB)

ED 209 465 CE 030 455

Dunn, James A.

Home Economics Education. Instructional Materials. Food Trades, Child Care: ISSOE Managing Student Progress.

Cornell Univ., Ithaca, N.Y. Inst. for Occupational Education.
Spons Agency-New York State Education Dept., Albany. Div. of Occupational Education Instruction.
Report No.-ISSOE-81-04-D
Pub Date- 81
Grant-80-3A-1115GS
Note-108p.; For related documents see CE 030 452-456 and the note of ED 199 517.
Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Child Caregivers, *Child Care Occupations, Cooks, Dietitians, *Food Service, High Schools, Institutional Administration, *Instructional Materials, *Job Skills, *Occupational Home Economics
Identifiers-Dietary Aides, Instructional Support System Occupational Educ

Intended for instructors in occupational education programs, this catalog identifies instructional materials found to be successful for teaching specific occupational competencies identified in the Instructional Support System for Occupational Education ISSOE in the area of home economics education. Contents include 99 materials reporting forms for materials used in the various program areas of child care and food trades. Forms are arranged first by program area and then by ISSOE task numbers arranged sequentially. (A separate form is provided for each task for which the material is used.) Program areas/units include program activities, health and care of children, and nursery school management in the field of child care and counter person, dietary aide, and fry cook in the field of food trades. The materials reporting form provides this information: course, unit, and module titles; task title and number; school name and address, instructor, and phone number; ISSOE region; V-TECS number: type of instruction materials best suited for; instructional, grade, and ability levels; type of materials used; title of material, author, edition, copyright date, publisher, cost, and pages used; comments; and written teacher comments. (YLB)

ED 209 466 CE 030 456

Dunn, James A.

Trade and Industrial Education Automobile Mechanics; Automobile Body Repairs; Carpentry; Cosmetology; Electrical Trades; Graphics; Plumbing: Instructional Materials. ISSOE Managing Student Progress.

Cornell Univ., Ithaca, N.Y. Inst. for Occupational Education.
Spons Agency-New York State Education Dept., Albany. Div. of Occupational Education Instruction.
Report No.-ISSOE-81-04-E
Pub Date- 81
Grant-80-3A-1115GS
Note-192p.; For related documents see CE 030 452-455 and the note of ED 199 517.
Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Auto Body Repairers, *Auto Mechanics, Carpentry, *Cosmetology, Electricians, Graphic Arts, High Schools, *Instructional Materials, *Job Skills, *Plumbing, Trade and Industrial Education
Identifiers-Instructional Support System Occupational Educ

Intended for instructors in occupational education programs, this catalog identifies instructional materials found to be successful for teaching specific occupational competencies identified in the Instructional Support System for Occupational Education (ISSOE) in the area of trade and industrial education. Contents include 178 materials reporting forms for materials used in the various program areas. Forms are arranged first by program area and then by ISSOE task numbers arranged sequentially. (A separate form is provided for each task for which the material is used.) Courses for which materials are reported include automobile mechanics, automobile body repairs, carpentry, cosmetology, electrical trades, graphics, and plumbing. The materials reporting form provides this information: course, unit, and module titles; task title and number; school name and address, instructor, and phone number; ISSOE region; V-TECS number; type of instruction materials best suited for; instructional, grade, and ability levels; type of materials used; title of material, author, edition, copyright date, publisher, cost, and pages used; comments; and written teacher comments. (YLB)

ED 209 467 CE 030 457

Cain, Melinda

Enhancing the Role of Women in National Development Through Development Training Programs. A Report on the Design of a Technology Transfer Model Using Applied Research Institutes and Women's Voluntary Organizations.

Denver Univ., Colo. Denver Research Inst.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C. Office of Science and Technology.

Pub Date-Jan 80

Note-85p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adult Education, *Developing Nations, *Economic Development, *Females, Planning, Program Administration, Program Design, Program Development, Program Implementation, Rural Areas, *Sex Role, *Technology Transfer, Voluntary Agencies, *Womens Education

Identifiers-Colombia, Development Training Forum, *National Development, Thailand

To assist in institution-building in selected developing countries, the Office of International Programs/Denver Research Institute (OIP/DRI) developed a training component that focused on channeling local input to program design and implementation. The program was initially developed to focus on enhancing the role of women in national development and to assist them in promoting the flow of technology to rural users. It was determined that a need for training in planning and management skills existed among the women in Thailand and Colombia. DRI created the Development Training Forum (DTF), which uses a participatory planning method to teach basic organizational planning and program management skills. A series of training forums was then held in Thailand and Colombia. The DTF was found to have both topical and cross-cultural application and to be able to be modified for organizations at all levels. Local replication of the DTF method has occurred in Thailand. Modifications to adapt the method to local cultural and social influences have included language, focus, participation, time frame, and additional sessions. (Appendixes, amounting to approximately one-half of the report, include summary data from the DTF in Thailand and Colombia). (YLB)

ED 209 468 CE 030 461

Snodgrass, William B.

Recruiting Public Aid Recipients into Adult Education Programs.

Pub Date-81

Note-20p.; Paper presented at the National Adult Education Conference (Anaheim, CA, October 29, 1981).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Education, Counselor Role, Educational Needs, Letters (Correspondence), Program Administration, Program Descriptions, *Program Design, Program Development, Program Implementation, *Publicity, Records (Forms), Recruitment, Staff Role, *Student Recruitment, *Welfare Recipients

Identifiers-North Chicago Community High School IL

This program description provides a detailed summary of the efforts employed at the North Chicago Community High School in North Chicago, Illinois, to recruit public aid recipients into adult education programs. Outlined first are the educational needs of the North Chicago community. Then various agencies cooperating with the high school's recruitment efforts are listed. Presented next are the measurable objectives of the recruitment program. The organizational structure of the adult education program and the relationship of Title XX public aid coordinators and high school recruiter-counselors to the total program are explained. Appended to the report are various forms, including a student questionnaire, an enrollment roster, course advertisements, publicity letters, and facsimiles of publicity posters. (MN)

ED 209 469 CE 030 462

Gardner, Daniel L. And Others

Improving the Ceta-Adult Education Linkage. A Staff Development Model.

Florida Atlantic Univ., Boca Raton. Coll. of Education.

Spons Agency-Florida State Dept. of Labor and Employment Security, Tallahassee.

Pub Date-81

Grant-81ET-94-12-00-05-003

Note-50p.; Prepared by the Adult Education Office.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Education, Articulation (Education), Coordination, Educational Cooperation, Educational Resources, Guidelines, *Inservice Teacher Education, Learning Activities, *Linking Agents, Models, Participation, Planning, Program Descriptions, *Program Development, Program Implementation, *Staff Development, *Teacher Workshops, Workshops

Identifiers-*Comprehensive Employment and Training Act, Florida

Designed for use by those who intend to improve the Comprehensive Employment and Training Act (CETA)-adult education linkage through staff development activities, this guide includes a description of CETA purposes, adult education programs, educational linkages, staff development considerations, and support material. The CETA-adult education linkage, CETA employment and training programs, and Florida's adult education programs are described. Various types of educational linkages and coordination are discussed. Presented next is a staff development model that takes into consideration staff development benefits, needs, barriers, and resources. Strategies are set forth for on-going staff development in five areas (organizational analysis, involvement, planning, staff development activities, and follow-through and implementation). Outlined next are various phases of staff development workshops, including the pre-planning, planning, implementation, and follow-through stages. Appendixes contain brief descriptions of CETA; Florida adult education program support; and lists of resource persons, Florida Atlantic University resources for adult education staff development, selected additional resources, and CETA and adult education agencies by Florida counties. (MN)

ED 209 470 CE 030 463

Egelston-Dodd, Judy
Training Skills: A Rating Scale. National Project on Career Education.
Model Secondary School for the Deaf, Washington, D.C.; National Technical Inst. for the Deaf, Rochester, N. Y.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-Oct 81
Note-24p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 **Plus Postage.**
Descriptors-*Career Education, Communication Skills, *Deafness, Educational Planning, Inservice Teacher Education, Program Effectiveness, *Rating Scales, *Self Evaluation (Individuals), *Teacher Educator Education, Teacher Educators, *Teacher Effectiveness, Teacher Workshops

This manual describes a system for assessing training readiness of state National Project on Career Education (NPCE) trainers who will deliver inservice training to educators of the deaf in career education and planning skills. Each of three sections offers an explanation and concrete scenario for one of the three skill areas included on the NPCE-developed self-rating scale trainers use after participation in career education inservice workshops. These skill areas are platform skills (voice/signing, dress, visuals and other media, interpreter use, confidence), style skills (mannerisms, flexibility, enthusiasm, timing, and audience rapport), and processing skills (articulation, wait-time, praise rejection, building, audience questions, conflict or communicative blocks). (Processing involves a questioning strategy.) The rating scale is appended. (YLB)

ED 209 471 CE 030 464

Vos, Robert Sandiford, Janice R.

Metric Education Resources for Health Educators. A Workshop for Health Educators.

Florida International Univ., Miami.

Pub Date-Nov 81

Note-94p.

Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Allied Health Occupations Education, Behavioral Objectives, Elementary Secondary Education, *Inservice Teacher Education, Integrated Curriculum, Learning Activities, *Metric System, Postsecondary Education, Pretests Posttests, *Resource Materials, Teacher Workshops, Transparencies, Vocational Education

These workshop materials are designed to provide basic information and develop competencies necessary for the health occupations teacher to use and integrate metrics into the curriculum. Objectives and activities of the three-hour workshop are outlined. Informational materials cover historical development of the metric system, metric units, metric equivalents, rationale for metrification, and metric symbols. A glossary of metric terms is provided. Questions to guide discussion about the metric system are listed. Material specific to use of the metric system in the field of health is then provided. Activities are included that allow for practice in using the metric system and identifying strategies for implementing metric education into the health occupations curriculum. A pretest and prepost test are presented. Ten transparency masters that may be used by the teacher in the classroom are also given. A 12-page bibliography compiled by the National Council of Teachers of Mathematics lists metric information sources in these categories: books, workbooks, and posters; manipulative aids and kits; films and filmstrips; filmloops and videocassettes; slides and transparencies; audiocassettes and records; periodicals, reports and pamphlets; games; and duplicating masters. (YLB)

McCannon, Roger S.

Comparative Patterns in Rural and Urban Adult Education Programs: Participation, Focus, and Barriers.

Pub Date-81
Note-19p.; Paper presented at the National Adult Education Conference (Anaheim, CA, October 29, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Access to Education, *Adult Education, Adult Learning, Adult Programs, Adult Students, *Comparative Analysis, Continuing Education, Motivation, *Participation, Postsecondary Education, *Rural Areas, *Urban Areas

A study was conducted to compare adult learning experiences within formal educational programs in rural areas with those in urban areas, predominantly at the postsecondary level. It focused on the phenomenon of adult learning in rural settings by analyzing participation rates, needs assessment data, interest inventories, program evaluations, and research studies of postsecondary continuing education programs. Information reported in the literature of adult education was compared and contrasted with findings of studies conducted in a nine-county rural area of West Central Minnesota. Findings indicated that there is no consensus that adult learning occurs in formal settings at the same frequency in rural and urban areas. Participation in both settings was most heavily concentrated in age categories below age 55. In urban areas the focus of adult learners was on formal credit; in rural areas adults focused on noncredit activities. Motivation for adults in urban areas was education for vocational advancement; adults in rural areas were motivated by personal development and self-improvement. Barriers to education existed more often for rural adults. The most serious were distance (access), lack of adequate finances, and lack of adequate advising and counseling. (YLB)

Hubbard, Pat Hill

Plan for Action to Reduce Engineering Shortage...with Supporting Data.

American Electronics Association, Palo Alto, Calif.
Pub Date-Oct 81
Note-40p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Electronics, *Engineering, *Engineering Education, Engineers, Higher Education, *School Business Relationship, Secondary Education, Teacher Shortage
Identifiers-American Electronics Association, *Engineering Shortage

This nine-point plan for reducing the engineer shortage includes a paper outlining the significance of the problem and points toward major causes. Section 1 discusses the American Electronics Association's (AEA) education program. It overviews cause of the problem at the undergraduate and graduate levels and outlines these nine mechanisms: (1) industry-wide standard for giving resources to education, (2) spotlighting of model industry-university programs, (3) formation of regional task forces to work with companies and colleges, (4) assistance to task forces, (5) an AEA Electronics Education Foundation, (6) continuation of the Blue Ribbon Committee on Engineering Education, (7) AEA Standing Committee to provide assistance, (8) industry lobby-networks in major electronics states, and (9) increase in Engineering Education Department staff. Section 2 reviews extent of the engineering shortage. Causes discussed in section 3 include attitudes, undergraduate supply, foreign students, limitations of education's capacity, outdated equipment and facilities, and faculty shortages. Section 4 summarizes the impact of continued shortages; section 5 offers a consensus view on the shortage. Addenda include figures and lists referred to in the body of the report. (YLB)

ED 209 474 CE 030 471

Vocational Education in Correctional Institutions. A Report Based on Four National Hearings.

National Advisory Council on Vocational Education, Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Pub Date-Mar 81
Note-66p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Correctional Education, Correctional Institutions, Correctional Rehabilitation, Educational Finance, *Educational Needs, Federal Legislation, Federal Programs, Federal Regulation, *Federal State Relationship, Hearings, Outcomes of Education, Postsecondary Education, Program Effectiveness, *Program Improvement, Rehabilitation Programs, State Agencies, State Departments of Education, State Government, State Programs, Statewide Planning, *Vocational Education, *Vocational Rehabilitation
Identifiers-National Advisory Council on Vocational Education

Four hearings were held during 1979 by the National Advisory Council on Vocational Education (NACVE) to determine the status of vocational education in correctional institutions. Testimony from 106 witnesses from 27 states led to the overall conclusion that the current level and quality of correctional vocational education is not adequate to provide, on a regular basis, comprehensive vocational education programs to offenders. Over the course of the four hearings, four major issues were implicated in all the problems, frustrations, and possible solutions discussed by witnesses. These issues are the following: (1) funding is inadequate, and there is lack of funding cooperation between state education and correctional agencies; (2) in the area of administration, recruitment, training, and retention of qualified vocational instructors is insufficient; facilities and equipment are inadequate; and there is a lack of coordination and integration of vocational programs with prison industries; (3) regarding comprehensive programming, vocational program standards are lacking and programs are not relevant to realistic job opportunities; and (4) concerning federal policy and leadership, overall coordination is absent; and there is a shortage of research, evaluation, data collection, and technical assistance. (KC)

ED 209 475 CE 030 472

Penland, Patrick R.

Towards Self-Directed Learning Theory.

Pub Date-81
Note-57p.; Parts of this paper were presented at the Commission of Professors (October 27, 1981) and the Annual Meeting of the Adult Education Association (October 30, 1981). Best copy available.
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Development, *Adult Education, *Adult Learning, Adult Students, *Educational Psychology, Educational Theories, *Independent Study, *Learning Theories, Lifelong Learning, Motivation, Needs Assessment
Identifiers-*Self Planned Learning

This review of self-planned learning is divided into three parts: (1) learning theory, (2) instructional theory, and (3) practitioner application. Its objective is to help participants learn about the relevance and applications to and implications for adult development and learning of psychology. In the first part behaviorism and neobehaviorism are discussed in terms of learning theory, and a learning theory geneology is presented. A second section in part 1 focuses on adults involved in self-directed learning and their reasons for participation. Part 2 moves the discussion from learning theory to a theory of instruction, a move beyond the descriptive and explanatory to the prescriptive (to procedures to be recommended in practice). Self-instructional considerations are overviewed. A second section discusses adult instruction in terms of self-directed learning. Part 3 looks at how to integrate theory and practice, especially in reference to the adult learner. Needs assessment, the methodology of obtaining the how and what of adult learning, is discussed. Implications and policy considerations are also presented. (YLB)

ED 209 476 CE 030 474

Campbell, Paul B. And Others

Patterns of Participation in Secondary Vocational Education. A Report Based on Transcript and Interview Data of the 1979 and 1980 National Longitudinal Survey New Youth Cohort.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Bureau No.-498MH00014
Pub Date-Jul 81
Contract-300-78-0032
Note-109p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Classification, Cluster Grouping, Educational Research, Enrollment, Longitudinal Studies, National Surveys, *Secondary Education, Secondary School Students, *Student Participation, *Vocational Education

A study focused on identifying the patterns of participation in vocational education and relating them to various labor market and postsecondary education participation outcomes. Its purpose was to develop a classification schema for vocational education students. The sample consisted of 3,056 high school graduates for whom complete high school transcripts for grades 9-12 were available and was part of the New Youth Cohort of the National Longitudinal Survey of Labor Market Experience. Five descriptive concepts/characteristics (intensity, diversity, continuity, proximity, and supportive diversity) were derived to assign students to five types/patterns of participation or profiles: concentrator, limited concentrator, concentrator/explorer, and incidental/personal. Results of the profile matching showed 22% of secondary graduates with no vocational credits, nearly 50% of those who had exposure to vocational education were in the incidental/personal category, less than 2% were identified as explorers, and the other groups collectively accounted for almost 50%. Cluster analyses indicated verification of the proposed pattern types. Sex, race, and family socioeconomic status had an effect on participation. The classification procedure based on transcript data was found to be a workable way to identify patterns of participation in vocational education. (YLB)

ED 209 477 CE 030 475

McKinney, Floyd A. And Others

Factors Relating to the Job Placement of Former Secondary Vocational Education Students.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.

Bureau No.-051MH10012

Pub Date-81

Contract-300-78-0032

Note-443p.; Some tables will not reproduce well due to small print.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors-Case Studies, Data Analysis, Educational Research, Employment Services, *Job Placement, Literature Reviews, National Surveys, Outcomes of Education, Questionnaires, Secondary Education, *Secondary School Students, *Vocational Education, Vocational Followup

A study identified factors influencing placement of former secondary vocational education students in jobs related to their training. Findings also described educational and community processes appearing to influence job placement. Data came from a literature review, analysis of existing data, case studies, and mail questionnaires. Case studies were conducted in eight local education agencies (LEAs) in seven states. Existing data for all 50 states and 586 LEAs were analyzed. Mail questionnaires were received from 5,062 individuals representing 10 respondent groups in 62 LEAs in the seven states. Data indicated higher job placement in schools where administrators, counselors, and teachers believe job placement is a purpose of vocational education programs and is their responsibility; admission to vocational education programs is restricted to students with high interest and potential; there is a high demand for workers in the surrounding labor market area; manufacturing is a major community industry; the community has a mix of industry sizes; needs assessment surveys are frequently used to plan and evaluate vocational education programs; teachers have regular contact with employers regarding job placement; students participate in youth organizations and acquire job readiness training and basic education skills; and the vocational education curriculum is oriented to employers' needs. (Appendixes include instruments, data tables, and bibliography). (YLB)

ED 209 478 CE 030 491

Barth, Michael C. Reisner, Fritzie

Worker Adjustment to Plant Shutdowns and Mass Layoffs: An Analysis of Program Experience and Policy Options.

ICF, Inc., Washington, D.C.
Spons Agency-National Alliance of Business, Inc., Washington, D.C.
Pub Date-Aug 81
Note-147p.
Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Adults, Employer Employee Relationship, *Employment Programs, Employment Services, Federal Programs, *Government Role, *Job Layoff, Job Search Methods, Policy Formation, *Program Design, Program Effectiveness, *Public Policy, Reduction in Force, *Unemployment
Identifiers-*Canadian Manpower Consultative Service, Comprehensive Employment and Training Act

The American economy is in a state of flux; it will probably generate more displaced workers; and it has yet to determine a policy to assist such workers in preparing for and locating new jobs. Although the extent of the problem is not entirely known, a low estimate is that some 2.2 million workers may have been affected by plant closings and mass layoffs between 1975 and 1981. Most often, the typical dislocated worker is male, semiskilled, older. less educated, and with some years' seniority and earning a relatively good wage. The United States has a variety of labor market service programs. Among these are the Comprehensive Employment and Trainining Act (CETA), which is targeted to the disadvantaged and thus not available to help most displaced workers; CETA Private Industry Councils; local management and labor groups; state vocational retraining programs; and other federally, locally, or privately funded programs that appear sporadically. An approach to helping displaced workers that has been successful in Canada is the Canadian Manpower Consultative Service (MCS), which is characterized by lack of bureaucracy; temporary composition for a specific plant in a specific locale;; cooperation between labor, management, and government; and an entrepreneurial spirit. (A case study of a plant layoff in which workers were aided through MCS is included in this report.) To assist dislocated workers, the United States should develop programs with the following key features: a private industry-public body partnership, a local base, flexibility, use of existing resources, non-bureaucratic structures, and a modest start to be followed by building on successes. (KC)

ED 209 479 CE 030 493

Carroll, Richard E.

Advanced Concepts in Structuring and Utilizing Local Advisory Councils and Craft Committees.

Pennsylvania State Advisory Council for Vocational Education, Harrisburg.
Pub Date-Dec 81
Note-42p.; Paper presented at the American Vocational Association Convention (Atlanta, GA, December 6, 1981). For a related document, see CE 030 494.
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Vocational Education, *Advisory Committees, *Educational Planning, Industry, Needs Assessment, Organizational Development, *Organizational Effectiveness, Organizational Objectives, Policy Formation, Postsecondary Education, Program Improvement, Research Committees, *School Business Relationship, Secondary Education, Technical Education, *Vocational Education
Identifiers-*Erie County Technical School PA

Adoption and implementation of advanced concepts in structuring and using a local advisory council and craft committees can result in significantly improved vocational education programs. The organizational structure of a vocational-technical school advisory council should be a vehicle that facilitates accomplishment of its prime function to advise the board and administration concerning the general philosophy, objectives, and program needs of the school. The value and use of an advisory council can vary widely, depending upon how much the administration and board genuinely seek community involvement in identifying and improving secondary and adult training. Advice can be as little as an educated opinion from a small cross-section of the community appointed to a legally required council; but it also can be a comprehensive plan supported by meaningful research carried out by a much larger and greatly involved council that uses an executive committee approach. An example of an active and successful advisory council is that of the Erie County (Pennsylvania) Technical School and the Regional Occupation Skill Center for Adult Training, which has had a number of organizational changes to better serve its schools by conducting skill needs assessments and by raising $700,000 to build the Center. Organizing an effective advisory council requires the following steps: (1) design a structure that will best facilitate the function of the council and craft committees to assist the school board and administration in planning; (2) modify the structure when needs and activities change; (3) seek out the best qualified persons to serve on the council; and (4) use work planning (management by objectives). (KC)

ED 209 480 CE 030 494

Huska, Sandra L.

How to Approach, Develop, Vitalize, Improve, Structure, Establish Local Advisory Councils on Vocational Education.

Pennsylvania State Advisory Council for Vocational Education, Harrisburg.

Pub Date-Oct 80

Note-38p.; For a related document see CE 030 493.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Guides, *Advisory Committees, Guidelines, *Organizational Development, Organizational Effectiveness, Postsecondary Education, Program Development, Program Evaluation, Secondary Education, Self Evaluation (Groups), Technical Education, *Vocational Education

Identifiers-National Advisory Council on Vocational Education

This booklet is intended for persons appointed to local advisory councils or committees and for teachers, educators, and/or administrators of vocational-technical education in order to assist them in establishing and maintaining effective local advisory councils. The first sections of the guide define an advisory council, profile types of advisory councils, explain why advisory councils are important, set forth the mandate and state guidelines for advisory councils, and provide information on the National and the Pennsylvania Advisory Councils on Vocational Education. In the middle sections of the booklet, procedures for establishing local advisory councils are outlined, along with a sample appointment letter and tips on council orientation, organization, meetings, structures, by-laws, roles, and projects councils can conduct to improve the condition of vocational education. The last sections of the guide discuss program evaluation and council self-evaluation, national priorities, and do's and don't's for an effective council. It is suggested that the booklet be adapted to local conditions to be most effective. (KC)

ED 209 481 CE 030 496

Asselin, Susan B. Vasa, Stanley F.

Let the Kids Help One Another: A Model Training and Evaluation System for the Utlization of Peer Tutors with Special Needs Students in Vocational Education.

Pub Date-6 Dec 81

Note-30p.; Paper presented at the Annual Conference of the American Vocational Association (Atlanta, GA December 6, 1981).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Disabilities, Evaluation Criteria, Evaluation Methods, Models, *Peer Teaching, Program Development, *Program Evaluation, Program Implementation, Records (Forms), Secondary Education, Student Characteristics, Student Evaluation, Student Role, Supervision, Teacher Role, *Training, Tutorial Programs, *Tutors, *Vocational Education

Because of its benefits to classroom teachers, tutors, and tutees, peer tutoring as a strategy for instructing handicapped students in vocational education is gaining in popularity. Several factors are important to the successful implementation of a peer tutoring program, including administrative support, assessment of tutoring needs, and establishment of program goals and objectives. Equally important is the formulation of a tutor role description which provides the tutor and teacher with a clear description of their responsibilities, a criteria for selecting tutors, a supervision or evaluation instrument for measuring the tutor's performance, and guidelines for the appropriate use of tutors in the classroom. In selecting appropriate tutors teachers should consider a variety of personal characteristics and variables such as age, achievement levels, and racial and socioeconomic backgrounds. While a review of tutor training programs in the literature reveals certain components that are characteristics of successful training programs, the organization of these components into training sessions is determined by individual school training programs. Two suggested training activities found effective in training programs for tutors and paraprofessionals are the Peer Tutor Decision Worksheet and the Tutor Training Triad. Also essential are close supervision and quantitative and qualitative evaluation of peer tutors. (MN)

ED 209 482 CE 030 497

Mackie, Marlena Kay Baldrige
Auto-Tutorial Anatomy and Physiology for Associate Degree Nursing Programs.
Pub Date- Dec 81
Note-27p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, Adult Learning, Anatomy, Associate Degrees, *Audiovisual Aids, *Autoinstructional Aids, Course Objectives, Demonstrations (Educational), Independent Study, Individual Instruction, Instructional Films, Learning Laboratories, Methods Research, *Nursing Education, Physiology, *Programed Instruction, Programed Instructional Materials, Programed Tutoring, *Science Instruction, Study Guides, Teaching Methods, *Teaching Models, Technical Institutes, Two Year Colleges, Workbooks
Identifiers-Waukesha County Technical Institute WI

A prototype for the development of an auto-tutorial course in anatomy and physiology for adult learners in Associate Degree Nursing (ADN) was implemented in the fall semester, 1980, at Waukesha County Technical Institute in Pewaukee, Wisconsin. The format of the two-semester course consists of two hours of scheduled lecture time and three hours of scheduled anatomy-physiology laboratory time each week, plus an independent study session component, the auto-tutorial learning laboratory (ATL). The ATL contains audiovisual materials presenting new content that is to be learned and materials for the reinforcement of content presented in scheduled class sessions. The time devoted to the auto-tutorial learning laboratory varies with each student. Learnings in the courses are scheduled prior to the need for related content in nursing courses. The audiovisual materials in the ATL contain that part of the course content which could be presented effectively on filmstrips and cassettes and were selected from commercially produced materials rather than instructor-produced. Support materials have been written to guide and assist the student in achieving the course objectives. Instructional objectives are printed and handed to students for each unit. A combination of study guides, review sheets, and self-tests have been prepared for support of student learning in the auto-tutorial laboratory sessions. (A list of the audiovisual aids used, with their manufacturers, is included in the document.) (Author/KC)

ED 209 483 CE 030 502

Dale, Dorothy
Evaluation of Secondary Vocational Programs The Wisconsin Model.
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
Pub Date- 81
Note-16p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Assessment, *Evaluation Methods, Federal State Relationship, *Models, Outcomes of Education, *Program Evaluation, Program Improvement, Research Methodology, Research Utilization, Secondary Education, Self Evaluation (Groups), Site Analysis, State Agencies, State School District Relationship, *Statewide Planning, *Vocational Education
Identifiers-*Wisconsin Statewide Secondary Voc Program Eval Sys

In an attempt to promote optimal planning and improvement of local vocational programs as well as to be accountable for the distribution of vocational funds, the Wisconsin Department of Public Instruction, Bureau of Vocational Education, has, since 1976, sponsored the development of a statewide secondary vocational education program evaluation model. The Wisconsin Statewide Secondary Vocational Program Evaluation System has been piloted extensively and implemented on a five-year cyclical basis. Participating schools plan, conduct, and report a comprehensive self-evaluation as phase 1. In phase 2, schools host either a full external evaluation team, or, when resources are scarce, appropriate schools may elect to host a mini on-site visitation. For phase 3, Implementation of Evaluation Findings, schools develop short- and long-range plans for improvement based on findings from the self-evaluation and specific guidelines. Results over a five-year period show that the evaluation did make a difference in improving programs at the local level; and that the mini on-site visitation is an effective use of scarce resources. In addition, yearly composite evaluation reports based on self-evaluation data from participating schools have been published to aid state-level planners of vocational education in Wisconsin. (Author/KC)

ED 209 484 CE 030 503

Schrom, Linda K.
Factors Influencing Year 9 Students' Intentions to Leave School.
Victoria Inst. of Secondary Education, Melbourne (Australia).
Pub Date- 80
Note-24p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitudes, *Dropout Attitudes, *Dropout Characteristics, Dropout Research, Dropouts, Education Work Relationship, Family Characteristics, Females, Grade 9, Influences, Males, Occupational Aspiration, Parent Aspiration, *Parent Attitudes, Parent Background, *Parent Influence, Parent Student Relationship, *Potential Dropouts, School Holding Power, Secondary Education, Student Attitudes, Student Characteristics, Student Educational Objectives
Identifiers-Australia (Victoria)

A study was conducted in Victoria, Australia, to examine the factors that influence Year 9 students' intentions to leave secondary school. Discriminant function analysis was used to determine the effects of family background variables, school characteristics, significant others, personal assessments, and attitudes on school-leaving intentions of 2,300 students. The results indicate that the school-leaving intentions of both boys and girls are most influenced by the aspirations they perceive their parents holding for them, their attitudes toward school, and their occupational aspirations; and that these factors mediate the effects of family background and school characteristics. Students who intended to leave school earliest perceived that their parents had low educational aspirations for them, held negative attitudes toward school, and aspired to low status jobs. (Author/KC)

ED 209 485 CE 030 504

Smoak, Maria G.

South Carolina Vocational Educators' Professional Development Needs Assessment.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-Aug 81
Note-147p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Educational Needs, *Inservice Teacher Education, Needs Assessment, *Professional Development, *Professional Training, *Program Effectiveness, Program Evaluation, Secondary Education, Skill Development, Teaching Methods, Vocational Education, *Vocational Education Teachers
Identifiers-South Carolina

A needs assessment was conducted to determine the training and professional development needs of vocational education teachers in South Carolina. The study was designed to identify the skills/skill areas that are used on a day-to-day basis by vocational teachers; those for which they received training either prior to certification or in the course of inservice programs; and finally, those which are used and felt to be important to the teaching process but for which little or no adequate training was provided to the teachers. All program areas except trade and industrial education were surveyed. (A similar study for trade and industrial education was conducted earlier.) In order to obtain information from different perspectives, three respondent groups were surveyed with a rating sheet listing 98 skills. These groups included 1,270 vocational education teachers, 305 administrators of schools offering vocational programs, and 36 teacher educators who have taught instructional skills and methods to vocational teachers. Most of the skills listed in this survey were classified as needs by teachers in each program area. There were many more skills/skill areas in which teachers felt a need for themselves than were perceived by either teacher educators or administrators. All groups indicated that inservice education opportunities existed to a moderate extent, but that they were dissatisfied with the quantity and quality of the training. Teachers also said that inservice conferences were too far away and that they have no professional leave. The skill ratings and perceived needs will be used by the South Carolina Office of Vocational Education to plan inservice programs for vocational education teachers. (Author/KC)

ED 209 486 CE 030 505

Copa, George H.
Towards a Strategy for Planning Vocational Education.
Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.
Pub Date-Aug 81
Note-62p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Educational Assessment, Educational Change, Educational Finance, Educational Needs, Educational Objectives, *Educational Planning, Educational Resources, *Educational Strategies, Education Work Relationship, Individual Needs, Long Range Planning, *Models, Needs Assessment, Performance Factors, School Community Relationship, School Role, Standards, Values, Vocational Adjustment, *Vocational Education

This report describes a strategy for planning vocational education. Discussed first are areas comprising the context for planning vocational education, including the relationship between education and work, the dimensions and stages of work adjustment, and the mission and performance requirements of vocational education (with attention to desired ends, limited work roles, relevance, concern for the individual, equal educational opportunity, time, available resources, technology, planning, and efficiency). The following variables/components of a model of vocational education are examined: vocational education as a process, the individual's life and work roles and vocational education, the changing nature of the individual's role, the technology of vocational education, society's functions and vocational education, resources for vocational education, alternatives to vocational education, cultural values and vocational education, and information and vocational education. Aspects of a theoretical strategy for planning vocational education are explained, including assigning value to society's and the individual's needs, determining present and desired levels of mutual satisfaction, defining alternative changes to get from the present to the desired state of affairs, and the cost of alternative changes. Also provided are operational strategies for very long range, long range, and short term educational planning. (MN)

ED 209 487 CE 030 509

Bialeschki, M. Deborah Henderson, Karla A.
Continuing Education for Men and Women in Leisure Services.
Pub Date-Mar 81
Note-19p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis, Educational Attitudes, *Educational Needs, Employment Patterns, Females, *Leisure Time, Males, Postsecondary Education, *Professional Continuing Education, *Professional Personnel, Recreational Activities, Salaries, Sex Bias, *Sex Differences, Sex Fairness, Staff Development
Identifiers-Leisure Education, Wisconsin

A study was conducted to ascertain the continuing education needs of men and women leisure service professionals in Wisconsin and to identify differences caused by gender. (Leisure service professionals were defined as persons employed full time in administering, directing, leading, organizing, and planning in leisure service organizations.) A questionnaire was mailed to 1,646 Wisconsin professionals regarding their characteristics, continuing education needs and interests, and attitudes toward continuing education, with a 50 percent response rate. Data collected were analyzed using descriptive statistics, analysis of variance, and tests of homogeneity. It was found that male recreation professionals' salaries were an average of almost $6,000 more than those of females. In general, attitudes toward continuing education were similar in males and females, although women tended to view continuing education in a slightly more positive light. Men had high continuing education needs in public relations, budgeting techniques, program evaluation, supervising staff, and long range planning. Women said they needed information on innovative programming, programming for special groups, activity analysis, current issues, and program evaluation. No significant differences in needs between women and men were found in staff training, time management, public speaking, and interpersonal communications. It was recommended that since no major differences by gender were found, opportunities for continuing education should be made available to all personnel, with particular emphasis on removing barriers or deterrents to women. (KC)

ED 209 488 CE 030 510

Parmley, John D. And Others

Opinions of Agricultural Teachers, School Administrators, Students and Parents Concerning Females as Agriculture Students, Teachers and Workers in Agriculture.

Kansas State Dept. of Education, Topeka.; Kansas State Univ., Manhattan. Dept. of Adult and Occupational Education.

Pub Date- 80

Note-38p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Attitudes, *Agricultural Education, *Agricultural Occupations, Demography, *Females, High Schools, High School Students, Parent Attitudes, Questionnaires, Sex Bias, Sex Stereotypes, Socioeconomic Status, State Surveys, *Student Attitudes, Student Characteristics, Student Educational Objectives, Surveys, *Teacher Attitudes

Identifiers-Kansas

A study examined the opinions of agriculture teachers, school administrators, students, and parents concerning females as agriculture students, teachers, and workers in agriculture. A survey instrument to collect respondent demographic data and a questionnaire to measure sex bias were completed by the following groups connected with Kansas vocational agriculture programs: 154 teachers, 132 administrators, 576 students (approximately 7 percent of the student enrollment in the state), and 390 parents. Included among those data collected by the instruments were respondent age, sex, years of teaching experience, program emphasis, years of schooling completed, socioeconomic background, student plans after high school, overall sex bias rating, vo-ag student enrollee bias, worker sex bias, and female teacher bias. All four types of respondents indicated that students, teachers, administrators, and parents do not encourage females to enroll in vocational agriculture courses. While all investigated groups exhibited support for employment opportunities for females and for female enrollment, they all revealed a preference for male workers in agricultural occupations. Students seemed slightly opposed to female agricultural education teachers. Recommendations called for developing programs to show career opportunities for females in agriculture and to recruit female students into vocational agriculture. (MN)

ED 209 489 CE 030 513

Linhardt, Richard E. Burhoe, Steve

Agricultural Structures, Volume II.

Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.; Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency-Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.

Report No.-AG-91-I; Agdex-710

Pub Date-Jun 81

Note-557p.; For a related document see ED 203 141.

Available from-Instructional Materials Laboratory, University of Missouri-Columbia, 10 Industrial Education Bldg., Columbia, MO 65201 ($20.00).

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors-Agricultural Education, Agricultural Skills, Behavioral Objectives, Building Plans, *Construction (Process), Construction Materials, *Electricians, Electricity, Energy, *Engineering Drawing, Grains (Food), Harvesting, Instructional Materials, Learning Activities, *Masonry, Plumbing, Secondary Education, Solar Radiation, Teaching Guides, *Vocational Education

Identifiers-*Cement, Missouri

This guide to a curriculum unit in agricultural structures is designed to expand the curriculum materials available in vocational agriculture in Missouri. It and Agricultural Structures I (see note) provide reference materials to systematize the curriculum. The six units cover working with concrete (19 lessons, 2 laboratory exercises), drawing and plan reading (6 lessons), planning grain-feed handling (6 lessons), electrical work on the farm (14 lessons), plumbing on the farm (5 lessons, 1 laboratory exercise), and alternate energy systems (6 lessons). Each lesson may contain some or all of the following: an objective; study questions; references; teaching procedure with assignment; discussion; and answer key to examination; examination; transparency masters; assignment sheets; and handouts. Laboratory exercises may contain some or all of the following: objective, tools and materials needed, procedures, transparency masters, and handouts. A bibliography is found at the beginning of the guide. Appendixes include a listing of additional supplementary sources and cross indexing of the electrical work unit to the revised version of Practical Farming Wiring Demonstrations,'' by Curtis Weston. (YLB)

ED 209 490   CE 030 514

Herd, Amon

Carpentry. Vocational Preparation Curriculum.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency-Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

Report No.-SN-10-S

Pub Date-Jun 81

Note-128p.; For related documents see CE 030 515-516, ED 195 809, ED 203 137, and ED 203 143.

Available from-Instructional Materials Laboratory, University of Missouri-Columbia, 10 Industrial Education Bldg., Columbia MO 65201 ($6.00).

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Autoinstructional Aids, Behavioral Objectives, *Carpentry, Curriculum Guides, Equipment Utilization, Hand Tools, Job Skills, Learning Activities, *Learning Modules, Measurement Equipment, Pacing, *Safety, Secondary Education, Self Evaluation (Individuals), Trade and Industrial Education

Identifiers-Missouri

Intended for instructors serving the occupational needs of disadvantaged and handicapped students, this curriculum guide contains nine units for a carpentry program. Its purposes are to provide minimum skills for students entering the mainstream, supplement vocational skills of students already mainstreamed, and provide vocational instructional materials for the modified classroom. Teachers should adapt these self-paced and self-contained instructional materials to suit teaching/learning situations. These nine units are included: Job Opportunites in Carpentry, Reading and Measuring with Rulers, Lumber Selection and Measurement, Cutting with Hand Saws, Uses of Nails and Hammers, Using a Hand Plane, and Using a Wood Chisel. Each unit contains these sections: (1) unit objectives and self-assessment statements; (2) introduction (motivational statement); (3) description of tools, materials, and equipment; (4) steps of procedure (explanation and illustration of given skill); and (5) student evaluation (true-false, identification, or steps of procedure). (YLB)

ED 209 491   CE 030 515

Herd, Amon

Maintaining Small Engines. Vocational Preparation Curriculum.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency-Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

Report No.-SN-9-S

Pub Date-Jun 81

Note-244p.; For related documents see CE 030 514-516, ED 195 809, ED 203 137, and ED 203 143.

Available from-Instructional Materials Laboratory, University of Missouri-Columbia, 10 Industrial Education Bldg., Columbia, MO 65201 ($14.00).

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Autoinstructional Aids, Auto Mechanics, Behavioral Objectives, Careers, Curriculum Guides, Employment Opportunities, *Engines, *Equipment Maintenance, Job Skills, Learning Activities, *Learning Modules, Pacing, Safety, Secondary Education, Self Evaluation (Individuals), Trade and Industrial Education

Identifiers-Missouri, *Small Engine Mechanics

Intended for instructors serving the occupational needs of disadvantaged and handicapped students, this curriculum guide contains 16 units for a small engine maintenance program. Its purposes are to provide minimum skills of students already mainstreamed, and provide vocational instructional materials for the modified classroom. Teachers should adapt these self-paced and self contained instructional materials to suit teaching/learning situations. The 16 units cover these areas/topics: job opportunities, safety rules, small engine tools and their uses, small engine parts and their uses, fuel selection and use (two-cycle), inspecting and servicing spark plugs, cleaning and inspecting cooling system, servicing air cleaners, cleaning and inspecting crankcases and exhausts, changing oil in four-cycle engine, checking carburetor, preparing for carburetor adjustments, adjusting carburetor choke and high speed load valve, checking ignition system, and starting and operating small engines. Each unit contains these sections: (1) unit objectives and self assessment statements; (2) introduction (motivational statement); (3) description of tools, materials, and equipment; (4) steps of procedure (explanation and illustration of given skill); and (5) student evaluation (true-false, identification, or steps of procedure). (YLB)

ED 209 492 CE 030 516

Usoro, Hogan
Auto Service. Vocational Preparation Curriculum.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency-Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
Report No.-SN-8-S
Pub Date-Jun 81
Note-309p.; For related documents see CE 030 514-515, ED 195 809, ED 203 137, and ED 203 143.
Available from-Instructional Materials Laboratory, University of Missouri-Columbia, 10 Industrial Education Bldg., Columbia, MO 65201 (d16.00).
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Autoinstructional Aids, *Auto Mechanics, Behavioral Objectives, Curriculum Guides, Employment Opportunities, Job Skills, Learning Activities, *Learning Modules, Pacing, Safety, Secondary Education, Self Evaluation (Individuals), Trade and Industrial Education
Identifiers-Missouri

Intended for instructors serving the occupational needs of disadvantaged and handicapped students, this curriculum guide contains 21 units for an auto service program. Its purposes are to provide minimum skills for students entering the mainstream, supplement vocational skills of students already mainstreamed, and provide vocational instructional materials for the modified classroom. Teachers should adapt these self-paced and self-contained instructional materials to suit teacning/learning situations. The 21 units cover these areas/topics: major automobile parts; safety rules; changing oil and oil filter; lubricating auto chassis and body; checking automatic transmission fluid; checking and replacing fan belt; checking, recharging, and cleaning a battery; jumpstarting; installing antifreeze; replacing headlight, radiator hose, thermostat and fuses; cleaning and waxing a car; tire identification; changing and rotating tires; repairing tubeless tires plugging and patching methods; balancing tires; and repacking front wheel bearings. Each unit contains these sections: (1) unit objectives and self-assessment statements; (2) introduction (motivational statement); (3) description of tools, materials, and equipment; (4) steps of procedure (explanation and illustration of given skill); and (5) student evaluation (true-false, identification, steps of procedure). (YLB)

ED 209 493 CE 030 519

Kolb, David A. Wolfe, Donald M.

Professional Education and Career Development: A Cross Sectional Study of Adaptive Competencies in Experiential Learning. Lifelong Learning and Adult Development Project. Final Report.

Case Western Reserve Univ., Cleveland, Ohio. School of Management.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Apr 81
Grant-NIE-G-77-0053
Note-592p.
Pub Type- Reports - Research (143)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-Adjustment (to Environment), Adult Development, *Career Development, Competence, Cross Sectional Studies, *Education Work Relationship, *Engineers, *Experiential Learning, Graduate Surveys, Learning Processes, Outcomes of Education, *Professional Continuing Education, School Role, *Social Workers, Student Attitudes, Teacher Attitudes, Teaching Methods, Work Environment

A research project examined the relationship between education and work in the professions of social work and engineering. The project encompassed four main studies of professionals at different career stages. There were (1) a questionnaire and interview study of alumni from the Case Western Reserve University Schools of Engineering and Social Work in five graduating years; (2) a corresponding investigation of current students and teaching methods in these two professions; (3) a project studying engineers and their work environments in two engineering firms; and (4) a study of the experiential learning process. Among those areas addressed in the project were the following: development of an applied theory of experiential learning, assessment of adaptive competencies, assessment of person-environment congruence, the relationship of professional education and career development, and the relationship between careers and adult development. Developed in the study was a system identifying three levels of competence performance, learning, and developmental competencies. Techniques for assessing each of these levels and for assessing person-environment congruence were developed and tested. Data also indicated that professional education currently prepares professionals better for their core professional role than for lifelong careers and that adult development is marked by a shift from specialization to integration. (MN)

ED 209 494 CE 030 520

Sex Equity in Secondary Schools: Implications for Vocational Education. Summary of Student Survey.

Northwest Attitudes, Inc., Portland, Oreg.

Spons Agency-Oregon State Dept. of Education, Salem.
Pub Date-81
Grant-26-001-317
Note-63p.; For a related document see CE 030 521.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Aspiration, Academic Education, College Bound Students, Enrollment Influences, Females, General Education, High Schools, *High School Students, Males, Noncollege Bound Students, *Occupational Aspiration, Part Time Employment, Sex Bias, *Sex Fairness, Sex Stereotypes, *Student Attitudes, *Vocational Education, Work Attitudes
Identifiers-Oregon

Three hundred eighty-eight students in 16 randomly chosen high schools in Oregon were interviewed to determine their attitudes toward the issue of sex equity. About half the students were vocational students, and half were non-vocational students. From these interviews, a number of conclusions were drawn, including the following. (1) About 30-40 percent of vocational and non-vocational students see significant differences between men and women in terms of work attitudes and abilities. Female students are much less likely to see such differences. (2) Vocational students are more likely to work fulltime the first year they leave high school than non-vocational students, and more females of both groups plan to work parttime. (3) Between 20 percent and 30 percent of all students said they had been discouraged from taking a course, most often by other students. Within the school environment, other students and counselors were cited as having the most influence over students' selection of courses. (4) About one-third of the students did not know about their school's job exploration or job/career awareness activities. (5) Female students were more likely to have discussed job or career plans with their counselors. More than half the students have a job outside school. Non-vocational females are likely to receive a lower hourly wage than are males. (6) Non-vocational students have both higher aspirations and expectations toward post-high school education than do vocational students. Among non-vocational students, males and females have similar aspirations, but males are more likely to believe they will carry them out. (Attitudes of teachers, counselors, and principals were also studied see note.) (KC)

ED 209 495 CE 030 521

Sex Equity in Secondary Schools: Implications for Vocational Education. Summary of Faculty Survey.

Northwest Attitudes, Inc., Portland, Oreg.
Spons Agency-Oregon State Dept. of Education, Salem.
Pub Date-81
Grant-26-001-817
Note-56p.; For a related document see CE 030 520.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrator Attitudes, *Counselor Attitudes, Enrollment, High Schools, Instructional Materials, Nontraditional Occupations, Sex Bias, *Sex Fairness, *Sex Stereotypes, *Teacher Attitudes, *Vocational Education, Workshops
Identifiers-*Oregon

Sixteen randomly chosen public high schools in Oregon were studied to determine the attitudes of teachers, counselors, and principals toward the issue of sex equity. Within these schools, 701 teachers, 57 counselors, and 16 principals were interviewed. From these interviews, a number of conclusions were drawn, including the following. (1) Strategies most frequently used to increase nontraditional enrollment in vocational education courses were teachers having available career/job materials which are not sex stereotyped, and counselors having access to materials and employment data that demonstrate the availability of careers/jobs to women. (2) A majority of the teachers and counselors mentioned at least one practice of which they were aware that discourages male and/or female enrollment in certain courses sexist comments and/or jokes by school personnel were cited most frequently. (3) Most teachers and counselors were aware of Title IX legislation, but the majority of them said that the national emphasis on sex equity had had no effect on their teaching and counseling practices. (4) Most teachers and counselors did not think it was beneficial for male and female students to be segregated in some classes. (5) Almost half of the teachers but only one-fifth of the counselors felt that certain jobs are more appropriate for members of one sex. (6) The majority of the personnel interviewed has attended a sex equity workshop and had examined their materials for sex biased information. (7) Principals who have recruitment plans to increase non-traditional enrollments stated that these plans have had a positive effect. (Attitudes of students toward sex equity were also studied see note.) (KC)

ED 209 496 CE 030 524

Blaukopf, Phyllis
The Impact of Life Change Events on Women's Decisions To Return to College.

Pub Date-Oct 81
Note-16p.; Paper presented at the National Adult Education Conference (Anaheim, CA, October 28-31, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Students, *College Students, Employment Potential, Employment Qualifications, *Enrollment Influences, *Females, French, Nontraditional Education, Nontraditional Students, *Reentry Students, Self Actualization, Student Attitudes, *Student Motivation, Two Year Colleges
Identifiers-John Abbott College PQ, *Life Events

A study was conducted at John Abbott College in Quebec to determine the frequency and intensity of life-change events that had occurred in women's lives in the two-year period prior to college entry and their impact on the women's participation in the college. It was hoped that such information could be used to design intervention strategies at earlier times, offering additional varieties of academic and support programs, and designing a curriculum that would be more relevant and meaningful to this new group of students. The population for the study was composed of women volunteers from the college's several-years-old Adult Learner's Program and its Intensive French Program. These women completed a questionnaire, the Schedule of Recent Experience (SRE), and 20 women were selected from the group for in-depth interviews because of their high stress scores. Data gathered showed that although the occurrence of a number of life-change events had been reported on the SRE by the group of returning women students, these events either did not appear to represent the most significant life events, did not occur at all, or did not occur in the two-year period prior to re-entry. Some events, such as death or divorce, were reported, but they seemed to serve as long-term motivating factors coupled with the women's perception of the need for personal growth and preparation for employment as they faced the future after finishing their maternal role. One life event triggering reentry for several women, however, was moving or having someone close to them move. The women surveyed said that attendance in the two-year college program was a rewarding personal growth experience. (KC)

ED 209 497 CE 030 525

Greenan, James P. Smith, Brandon B.
Assessing the Generalizable Skills of Post-Secondary Vocational Students. A Validation Study.
Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.
Pub Date- 81
Note-95p.
Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Basic Skills, Communication Skills, Educational Diagnosis, Interpersonal Competence, *Postsecondary Education, Questionnaires, Reading Skills, Self Evaluation (Individuals), *Student Evaluation, Surveys, Teacher Attitudes, *Test Reliability, *Test Validity, *Vocational Education
Identifiers-Likert Scales, Mathematics Skills, Minnesota

A study examined the feasibility, reliability, and validity of two instruments designed to assess the degree to which postsecondary vocational students possessed those generalizable skills that are believed to be functionally relevant to success in a vocational program. The instruments, a student self-rating and a teacher rating form, contained 81 Likert-scale items measuring students' mathematics, communications, interpersonal, and reading skills. Completing the instruments were 18 teachers and 161 students enrolled in one of five different vocational programs in one Minnesota postsecondary vocational school. A concurrent validation research design was used to test the reliability and validity of the ratings, while controlling for type of vocational program, sex of student, and the mathematics and reading aptitude of the student as measured by standardized test scores. While data indicated that both student and teacher ratings of generalizable skills produced high coefficients of internal consistency for all control variables, evidence did not support the concurrent validity of the student and teacher ratings of generalizable skills in relationship to the students' standardized aptitude scores. In addition, the ratings were not sensitive to differences in reading aptitude scores. Recommendations called for further research involving revisions in the instrument and use of different populations. (MN)

ED 209 498 CE 030 526

Clark, Gary M., Ed. White, Warren J., Ed.

Career Education for the Handicapped: Current Perspectives for Teachers.

Educational Resources Center, Bootwyn, Pa.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-80
Note-145p.
Pub Type- Collected Works - General (020) - Opinion Papers (120) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Career Education, Counselor Training, *Curriculum Development, *Disabilities, Elementary Secondary Education, Higher Education, *Instructional Materials, Mild Disabilities, *Program Implementation, Severe Disabilities, Student Evaluation, Teacher Education, Visual Aids
Identifiers-Education for all Handicapped Children Act

Although interest in and literature about career education for the handicapped has been growing very rapidly in the last few years, many professionals have been hard pressed to keep pace with the knowledge explosion in the field. This book is intended to aid teachers in acquiring up-to-date knowledge of career education for the handicapped and methods for implementing it in their classrooms. The book can be used in two ways: (1) as a theoretical framework for teacher educators and as a text in preservice and inservice programs; and (2) as a practical framework to show the classroom teacher how to implement career education for the handicapped. The book is divided into three sections. The first section, Theoretical Foundations, covers the concept and the rationale of career education for the handicapped. In the second section, Implementation, curriculum considerations for various degrees of handicapping conditions are dealt with and methods teachers can use to implement career education in the schools are presented. The third section, Issues, includes discussions on selected problems in career education for the handicapped. Each chapter concludes with a bibliography, and materials for use as inservice training handouts or transparencies are included in the appendix. (KC)

ED 209 499 CE 030 528

Martin, Wanda And Others

A Methodology for Reading Skill Improvement in Vocational Secondary Programs.

Oregon State Univ., Corvallis. Vocation-Technical Education Unit.; Salem School District 24J, Oreg.
Spons Agency-Oregon State Dept. of Education, Salem. Career and Vocational Education Section.
Pub Date-Jun 81
Grant-24-024-201
Note-68p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Guidelines, Informal Reading Inventories, Instructional Materials, *Learning Activities, Learning Processes, Material Development, Readability, Reading Diagnosis, *Reading Improvement, *Reading Skills, Reading Tests, Secondary Education, *Skill Development, Standardized Tests, Study Skills, Teaching Methods, Test Construction, Vocabulary, Vocabulary Development, Vocabulary Skills, *Vocational Education

Designed to help vocational teachers aid students in reading vocational education class materials, this handbook contains six sections of background information and suggested activities geared to various aspects of reading and a section of ideas for use in improving the reading skills of vocational students. While most of the examples in the handbook were derived from industrial mechanics classes, they can be used in any vocational class. The basic reading skills required in vocational programs are listed. Discussed next are using standardized test scores, constructing informal reading inventories (IRIs), choosing reading passages and developing questions, and giving and scoring an IRI. Guidelines are given for assessing the reading level of textbooks. Described next are various methods for teaching vocabulary, including using vocabulary scans, structured overviews, illustrations, glossaries, crossword puzzles, and abbreviations. A guided reading plan overview, instructions for implementing such a plan, and a study guide are presented. Included in a section on study skills are discussions of taking notes; interpreting charts, graphs, and schematics; and using cross references and conversion tables. A holistic approach to learning and whole brain activities are explained. (MN)

ED 209 500   CE 030 529

Goyen, Loren F.

1980 Follow-up Study of the Graduates of the Department of Adult Education of the University of the District of Columbia.

District of Columbia Univ., Washington, D.C. Dept. of Adult Education.

Pub Date-Apr 81

Note-72p.; For a related document see CE 030 530.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adult Education, Age Groups, Blacks, Family Characteristics, Females, *Graduates, Graduate Study, Graduate Surveys, Higher Education, Males, *Masters Degrees, Professional Continuing Education, Student Characteristics, Student Educational Objectives, Tables (Data), *Vocational Followup, Whites

Identifiers-*University of the District of Columbia

A follow-up study was conducted of graduates of the Masters of Adult Education degree program of the University of the District of Columbia to ascertain their present status and how they feel about their graduate experience. Information obtained by a mailed questionnaire from 205 of the 367 persons who graduated from 1969 through 1979 included the graduates' demographic characteristics, their current employment, their additional educational activities and plans, and how they rated the overall aspects of the adult education program. The respondents were nearly equally divided between men and women, most black, a majority married, their average age 43 years, and a majority concentrated in the area of administration and supervision. Eighty-six percent of the graduates felt that they had achieved their goal for attending the University, which was either (1) preparation for getting an adult education job or entering a new field; or (2) updating or improving skills for a job held at the time. Most of the graduates are employed full time, with 54 percent in educational occupations, and 31 percent in professional, technical, and managerial occupations. Since completing their Masters degree, 10 percent of the respondents have completed an additonal degree, 17 percent are working toward an additional degree, and 43 percent will probably pursue another degree in the future; 60 percent of the respondents indicated interest in pursuing a doctoral degree in adult education if it is offered at the University. Respondents rated the program very high, making few suggestions for changes, although some individual suggestions for courses were made. Tables of data are included in the narrative, and the questionnaire is appended. (KC)

ED 209 501 CE 030 530

Goyen, Loren F.
Selected Characteristics of New Students Enrolled in the Department of Adult Education, 1980-1981, University of the District of Columbia.
District of Columbia Univ., Washington, D.C. Dept. of Adult Education.
Pub Date-Nov 81
Note-66p.; For a related document see CE 030 529.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Education, Adult Students, Age Groups, Blacks, Family Characteristics, Females, *Graduate Students, *Higher Education, Males, *Masters Degrees, Professional Continuing Education, *Student Characteristics, Student Educational Objectives, Student Needs, Whites
Identifiers-University of the District of Columbia

This study is a continuation of an effort to obtain information concerning the characteristics of new students admitted to the Master of Arts program in the Department of Adult Education of Federal College, University of the District of Columbia. Its purpose was to provide descriptive information, established baseline data for future studies, and to obtain information helpful in making administrative and programmatic decisions concerning new students. The study included all persons (29) admitted as regular students in the adult education program for the summer and fall, 1980, and spring, 1981, terms. Data was obtained from the admissions application form and by a questionnaire designed by the researcher. The results of the study show that most of the new students are black and middle-aged, half are male, about half are married, many have children, and most are part-time students who are employed in some phase of adult education. Other data that emerged included that most students are first-generation college students whose fathers were either skilled or semi-skilled workers, professional or semi-professional workers, managerial workers, or self-employed. The primary purpose for attending the program was to enable the student to get a new job or enter a new field, and about half of the students expected to pursue a doctoral degreee. Students had heard of the program from a variety of sources most frequently from other students or the university catalog, and some expressed needs for late-afternoon classes.

Data from this study compared to a study of the previouse year shows some differences, but because of the small numbers studied, no significant trends. The student questionnaire and tables of resultant analyses are appended. (KC)

ED 209 502 CE 030 534

Arrington, Larry R.

Relationship of Length of Vocational Agriculture Teacher Contract to Supervised Occupational Experience Program Scope and FFA Chapter Activity Level.

Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.

Pub Date-Dec 81

Note-13p.; Paper presented at the National Agricultural Education Research Meeting (Atlanta, GA, December 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Agricultural Education, *Contracts, Educational Research, High Schools, High School Seniors, *Program Content, State Surveys, *Student Organizations, *Supervised Farm Practice, Teacher Characteristics, Teacher Participation, *Vocational Education Teachers

Identifiers-Florida, *Future Farmers of America

A study examined the relationship of length of vocational agriculture teacher contract to supervised occupational experience program scope and Future Farmers of America (FFA) chapter activity level. A questionnaire measuring the activity level of the FFA chapter and soliciting information on various extraneous variables was administered to the entire central Florida vocational agriculture teacher population (56 teachers). A second questionnaire sought information from high school seniors regarding the scope of their supervised occupational experience programs and the number of supervisory teacher visits they received. Also collected were data concerning length of teaching contract and number of years of teaching experience. Based on analyses of these data, it was concluded that there is a positive relationship between supervised occupational experience program scope and the following independent variables: length of teacher contract, teacher having had high school vocational education, percentage of students from rural areas, teacher assistance with fairs, and number of supervisory home visits. The same positive relationship was observed between the above-mentioned independent variables and level of FFA chapter activity. Recommendations include calls for additional similar studies, evaluation of the effects of vocational agriculture summer programs, and longitudinal studies to examine program outcomes. (MN)

ED 209 503 CE 030 536

Lost in the Workplace: Is There an Occupational Disease Epidemic? Proceedings from a Seminar for the News Media (September 13-14, 1979).
Occupational Safety and Health Administration, Washington, D.C.
Pub Date- 79
Note-458p.
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-Cancer, Case Studies, *Diseases, Economic Factors, Employer Attitudes, Federal Regulation, Futures (of Society), Government Role, *Health Conditions, *Health Needs, Industry, Mass Media, *Occupational Diseases, Physical Health, Policy Formation, Public Policy, Reproduction (Biology), *Work Environment, Workshops
Identifiers-Asbestos, Hazardous Materials, Hazards, *Occupational Safety and Health

This document contains the texts of 10 panel discussions presented at a seminar designed to give the media an opportunity to learn about occupational health problems. Discussed first were protecting the American worker, and disease on the job. Personal testimony on worker health and a case study of the effects of asbestos were presented. Also covered were reproductive health, places the media can seek information concerning occupational health, cancer in the workplace, the government role in occupational health, and economic and policy issues of regulation. The following agencies and institutions were among those represented in the panel discussions: the U.S. Department of Labor; the University of Illinois; the National Institute for Occupational Safety and Health; the National Institute for Environmental Health Sciences; the Oil, Chemical, and Atomic Workers Union; the United Auto Workers; Mount Sinai School of Medicine; the Occupational Safety and Health Administration; Georgetown University; the American Industrial Health Council; the National Cancer Institute; the Monsanto Company; the Occupational Safety and Health Review Commission; the Shell Oil Company; and the Massachusetts Institute of Technology. (MN)

ED 209 504 CE 030 537

Nichols, Natalie P.

Business Law for Business Education Departments in Pennsylvania's Public Schools. Bulletin 280.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date-81

Note-97p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Business, *Business Education, *Course Content, *Course Objectives, *Educational Objectives, High Schools, Student Educational Objectives, Teaching Guides, *Teaching Methods, Values Education

Identifiers-*Business Law, Pennsylvania

This guide is designed to aid high school teachers of business law in Pennsylvania to structure their courses. Specifically, it is intended to help teachers identify and place correct emphasis upon those areas of business law which will most nearly meet the students' needs when they reach adulthood, to help teachers to inculcate in the students the necessity for acceptable social values when dealing with others, and to help teachers explore alternative teaching strategies useful in the presentation of business law in their classes. The guide is organized in nine chapters, and also contains a bibliography of business law books, periodicals, and sources. Topics covered in the teaching guide include the following: philosophy, goals, and objectives of the high school business law course; course content for a semester, year, or mini-course; teaching legal vocabulary; teaching legal fundamentals; teaching law as applied to contracts: contracts dealing with property; laws that govern business relations of individuals; and student and teacher evaluation. Throughout the chapters, teaching suggestions are given, and technical background knowledge needed by teachers is provided. (KC)

ED 209 505 CE 030 542

Spencer, William E.
Source Book Nursing Personnel.
Health Resources Administration (DHHS/PHS), Hyattsville, Md. Bureau of Health Professions.
Report No.-DHHS-HRA-81-21
Pub Date-Sep 81
Note-274p.; Not available in paper copy due to small print in tables.
Pub Type- Information Analyses (070) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Citations (References), Educational Demand, Educational History, Educational Trends, Employment Opportunities, *Employment Projections, Enrollment Trends, *Geographic Distribution, Higher Education, History, Labor Needs, *Labor Supply, *Nurses, Nurses Aides, *Nursing Education, Postsecondary Education, Research Methodology, Specialization, Student Characteristics, Tables (Data), Vocational Education, *Wages

This book, organized in six chapters and a bibliography, presents historical and current statistics and references on the supply of nursing personnel within the United States. Chapter 1 includes a discussion of national estimates of the active nurse supply and the distribution of these nurses by field of practice and by academic preparation. Chapters 2 and 3 focus on state distribution of registered nurses and licensed practical nurses and their characteristics, while chapter 4 depicts historical trends in nursing education. Presented are the number of nurse training programs, students, and graduates over the years. The data are organized in three parts which include trends in the geographic distribution of registered nursing and practical nursing students admitted to, enrolled in, and graduated from programs of basic nursing education; selected characteristics of these students; and post-RN students in baccalaureate and higher degree programs. Chapter 5 includes data on nursing personnel in various fields. Chapter 6 presents a discussion of four series of registered nurse supply projections to the year 2000. In addition, the chapter also presents two sets of projections for licensed practical nurses from the year 1985 forward. Tabular material is presented for the United States as a whole, with geographic region and state data presented whenever possible. (KC)

ED 209 506 CE 030 543

Brown, Barbara E.

Identifying Inservice Topics for Volunteer Literacy Tutors.

Pub Date- Dec 81

Note-15p.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Basic Education, Adult Education, Adult Literacy, Competence, Competency Based Teacher Education, *Educational Needs, Inservice Teacher Education, *Literacy Education, *Needs Assessment, Postsecondary Education, Preservice Teacher Education, *Self Evaluation (Individuals), Teacher Attitudes, Teacher Education, Teaching Skills, Test Construction, Tutoring, *Tutors, Volunteers, *Volunteer Training

Identifiers-*Tutor Self Assessment Inventory (Brown)

A Tutor Self-Assessment Inventory (TSAI) was developed from the literature on reading, adult basic education, literacy education, and comments of professionals in order to provide the volunteer literacy tutor an opportunity to compare his or her self-perceptions regarding tutoring abilities and knowledge to attributes and competencies considered important by experienced volunteer literacy tutors. By using the self-assessment inventory, tutors can identify their strengths and weaknesses and tutor trainers can plan for preservice or inservice education programs to meet their educational needs. Competencies and attributes selected were chosen because of their ability to be taught, their importance in the tutoring situation, or their high rating by volunteer tutors. The TSAI has a stem followed by a series of statements to be rated on a five-point scale. The items are divided into six subsections under two major headings: knowledge and awareness (attributes) and competencies. The TSAI was designed for immediate scoring by the tutor. (The TSAI is contained in the appendix of this document.) (KC)

ED 209 507 CE 030 548

McMillan, Samuel H., Jr.

Analysis of the Competency-Based High School Diploma Program for CETA Clients. Report I: Structural and Programmatic Features of the Pilot Project as Model.

National Foundation for the Improvement of Education, Washington, D.C.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.
Pub Date-1 Mar 79
Grant-DOL-21-11-78-25
Note-97p.; For related documents see CE 030 550-551.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Agency Role, *Competency Based Education, Demonstration Programs, *High School Equivalency Programs, Instructional Materials, Models, Pilot Projects, Program Costs, *Program Design, *Program Development, *Program Effectiveness, *Program Implementation, Staff Development, Staff Role
Identifiers-*Comprehensive Employment and Training Act, Texas, University of Texas

The University of Texas Pilot Program was operated in five sites in Texas (Abilene, Brownsville, El Paso, Houston, and Temple) to demonstrate the utility of competency-based high school diplomas for Comprehensive Employment and Training Act (CETA) clients. Included among the program features common to all five sites were the following: (1) the roles and functions of individuals, organizations, and agencies involved; (2) initiation of effect by the same University of Texas project staff; (3) cost considerations; (4) adult performance level (APL) materials and competency-based high school diploma (CBHSD) program processes; and (5) problem areas (staff cooperation, insufficient workshop training, inadequate APL materials, staff shortages, staff inflexibility). A number of differences also existed among the various sites with respect to these five areas. Examination of the similarities and differences among the sites resulted in nine recommendations. These included calls to resolve problems resulting from different budget cycles, to delineate responsibility for different elements of the program, to focus on adequate staff training, to develop remedial and supplementary APL materials, and to coordinate tests. (Related reports describing student/client completion results and employer follow-up are available separately see note.) (MN)

ED 209 508 CE 030 550

McMillan, Samuel H., Jr.

Analysis of the Competency-Based High School Diploma Program for CETA Clients. Report III: Student/Client Completion Results.

National Foundation for the Improvement of Education, Washington, D.C.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C.

Pub Date-Jul 80

Grant-DOL-21-11-78-25

Note-43p.; For related documents see CE 030 548 and CE 030 551.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Persistence, *Competency Based Education, Counselor Attitudes, Dropout Rate, Dropouts, Educational Attainment, Employment Level, Enrollment, Followup Studies, Graduate Surveys, *High School Equivalency Programs, *High School Graduates, *Outcomes of Education, Participant Characteristics, Participant Satisfaction, *Program Effectiveness, School Holding Power, Student Attitudes, *Student Attrition, Student Characteristics, Teacher Attitudes

Identifiers-Comprehensive Employment and Training Act, Texas

A study examined the student/client completion of a competency-based high school diploma for CETA clients. Using follow-up forms, attendance records, correspondence, telephone calls, and client information sheets, researchers collected data from clients and staff pertaining to 102 of the 238 program clients from five sites in Texas (Abilene, Brownsville, El Paso, Houston, and Temple). Despite restrictions imposed by the Privacy Act, investigators were able to obtain information concerning 76 program graduates and 26 dropouts. Thirty-seven graduates were working at some time during the 90-day follow-up period. Less than half of them felt that their jobs were directly related to their career goals. Over 90 percent of the graduates surveyed were positive about the program's impact. Follow-up of the 26 dropouts or leavers revealed that those who chose to leave generally did so because their unrealistic expectations led to quick and easy disappointment. (Related reports describing the structural and programmatic features of the pilot project as a model and the employer follow-up are available separately see note.) (MN)

ED 209 509 CE 030 551

McMillan, Samuel H., Jr.

Analysis of the Competency-Based High School Diploma Program for CETA Clients. Report IV: Employer Report: Follow-up.

National Foundation for the Improvement of Education, Washington, D.C.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.
Pub Date-Aug 80
Grant-DOL-21-11-78-25
Note-10p.; For related documents see CE 030 548 and CE 030 550.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Competency Based Education, *Employer Attitudes, Employment Level, Followup Studies, *High School Equivalency Programs, *High School Graduates, Income, *Outcomes of Education, Participant Characteristics, Personnel, *Program Effectiveness
Identifiers-Comprehensive Employment and Training Act, Texas

A study examined the attitudes of employers who provided jobs for 37 of the graduates and a number of the dropouts from the University of Texas Competency-Based High School Diploma (CBHSD) Program for Comprehensive Employment and Training Act (CETA) clients that was implemented at five sites in Texas. Because of the restraints imposed on employers by the Privacy Act in giving information on hired graduates, follow-up information was available for only 45 percent of the 238 students/clients served by the program, and only 14 students had near-to-complete reports filed on them. What one can glean from the sparse information submitted by employers to CETA is that 37 graduates (roughly one-third of all graduates) secured some kind of employment. One-third of these worked in offices and less than one-quarter of them entered professional or management slots. In all likelihood, the public sector employers who had provided the bulk of work experience for candidates during the pilot project continued to be the employers for a majority of candidates after they completed components of the CBHSD program. (Related reports describing the structural and programmatic features of the project as a model and its student/client completion results are available separately see note.) (MN)

ED 209 510 CE 030 555

Lawrence, Allen And Others

Electrical/Electronic Technology (Energy/Power). Industrial Arts, Senior High Level II. North Dakota Senior High Industrial Arts Curriculum Guides.

North Dakota Univ., Grand Forks. Dept. of Industrial Technology.

Spons Agency-North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.

Pub Date-81

Note-98p.; For related documents see CE 030 556-566 and ED 173 662.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Behavioral Objectives, Careers, Course Descriptions, Course Objectives, Curriculum Guides, Electrical Occupations, *Electricity, Electric Motors, *Electronics, Electronic Technicians, *Energy, Guidelines, High Schools, *Industrial Arts, Learning Activities, *Power Technology, *Trade and Industrial Education

Identifiers-Electrical Wiring, North Dakota

This course guide for an electrical/electronic technology course is one of four developed for the energy/power area in the North Dakota senior high industrial arts education program. (Eight other guides are available for two other areas of Industrial Arts graphic communications and production.) Part 1 provides such introductory information as a definition and instructional objectives for Industrial Arts. Part 2 contains the course rationale and objectives; guidelines for implementation; taxonometric structure; course description including length, credit, prerequisites, and student competencies; suggested instructional units with required number of class periods, and 19 units. Each unit includes some or all of the following material: unit objective(s), topic outline, and selected student competencies to be developed through sample coordinated learning activities. Unit titles are Introduction to Electrical/Electronic Technology; Electronics Industry Definitions; Measurements and Instruments; Symbols, Components, Ratings; Circuit Arrangements; Electrical Relationships; Alternating Current Fundamentals; Capacitive Circuits; Magnetism and Magnetic Circuits; Frequency Selective Circuits; Motors and Generators; Residential Electrical Wiring; Careers in Electrical Industry; Introduction to Electrical Applications and Careers; Discrete Semiconductor Devices and Circuits: Introduction to Digital Electronics; Basic Arithmetic Devices; Basic Support Devices; Microprocessor Basics and Applications; and Electronic Assembly Methods. A reference list is appended. (YLB)

ED 209 511 CE 030 556

Lawrence, Allen And Others

Energy Sources (Energy/Power). Industrial Arts, Senior High Level II. North Dakota Senior High Industrial Arts Curriculum Guides.

North Dakota Univ., Grand Forks. Dept. of Industrial Technology.

Spons Agency-North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.

Pub Date-81

Note-57p.; For related documents see CE 030 555-566 and ED 173 662.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Behavioral Objectives, Careers, Course Descriptions, Course Objectives, Curriculum Guides, *Energy, Guidelines, High Schools, *Industrial Arts, Learning Activities, *Nuclear Energy, *Power Technology, *Solar Radiation, Trade and Industrial Education

Identifiers-*Energy Sources, *Geothermal Energy, North Dakota

This course guide for an energy sources course is one of four developed for the energy/power area in the North Dakota senior high industrial arts education program. (Eight other guides are available for two other areas of Industrial Arts graphic communications and production.) Part 1 provides such introductory information as a definition and instructional objectives for Industrial Arts. Part 2 contains the course rationale and objectives; guidelines for implementation; taxonometric structure; course description including length, credit, prerequisites, and student competencies; suggested instructional units with required number of class periods; and seven units. Each unit includes some or all of the following material: unit objective(s), topic outline, and selected student competencies to be developed through sample coordinated learning activities. Unit titles are Introduction to Energy Sources, Chemical Energy Sources, Electrical Energy Sources, Solar Radiated (Light/Thermal) Energy Sources, Mechanical Energy Sources, Nuclear/Atomic Energy Sources, and Geothermal Energy Sources. A reference list is appended. (YLB)

ED 209 512 CE 030 557

Lawrence, Allen And Others

Power Technology (Energy/Power). Industrial Arts, Senior High Level II. North Dakota Senior High Industrial Arts Curriculum Guides.

North Dakota Univ., Grand Forks. Dept. of Industrial Technology.

Spons Agency-North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.

Pub Date-81

Note-78p.; For related documents see CE 030 555-566 and ED 173 662.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Behavioral Objectives, Careers, Course Descriptions, Course Objectives, Curriculum Guides, *Energy, Guidelines, High Schools, *Industrial Arts, Learning Activities, Mechanics (Physics), *Power Technology, *Trade and Industrial Education

Identifiers-North Dakota, *Power Transmission

This course guide for a power technology course is one of four developed for the energy/power area in the North Dakota senior high industrial arts education program. (Eight other guides are available for two other areas of Industrial Arts graphic communications and production.) Part 1 provides such introductory information as a definition and instructional objectives for Industrial Arts. Part 2 contains the course rationale and objectives; guidelines for implementation; taxonometric structure; course description including length, credit, prerequisites, and student competencies; suggested instructional units with required number of class periods; and nine units. Each unit includes some or all of the following material: unit objective(s), topic outline, and selected student competencies to be developed through sample coordinated learning activities. Unit titles are Introduction to Power Technology; Basic Power Technology Concepts; Machines; Conversion of Power; Heat Engines; Electrical Conversion of Power; Mechanical Transmission of Power; Fluid Power; Research and Development; and Careers in Power Technology. A reference list is

appended. (YLB)

ED 209 513 CE 030 558

Lawrence, Allen And Others

Transportation (Energy/Power). Industrial Arts, Senior High Level II. North Dakota Senior High Industrial Arts Curriculum Guides.

North Dakota Univ., Grand Forks. Dept. of Industrial Technology.

Spons Agency-North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.

Pub Date-81

Note-69p.; For related documents see CE 030 555-566 and ED 173 662.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Aerospace Industry, Air Transportation, Behavioral Objectives, Careers, Conservation (Environment), Course Descriptions, Course Objectives, Curriculum Guides, *Energy, Guidelines, High Schools, *Industrial Arts, Learning Activities, Occupational Information, Pollution, *Power Technology, Trade and Industrial Education, *Transportation

Identifiers-North Dakota

This course guide for a transportation course is one of four developed for the energy/power area in the North Dakota senior high industrial arts education program. (Eight other guides are available for two other areas of Industrial Arts graphic communications and production.) Part 1 provides such introductory information as a definition and instructional objectives for Industrial Arts. Part 2 contains the course rationale and objectives; guidelines for implementation; taxonometric structure; course description including length, credit, prerequisites, and student competencies; suggested instructional units with required number of class periods; and 14 units. Each unit includes some or all of the following material: unit objective(s), topic outline, and selected student competencies to be developed through sample coordinated learning activities. Unit titles are Introduction to Transportation Technology, Early Developments in Transportation, Transportation Productive System, Classification of Technical System, Terrestrial Mode (Random Route), Terrestrial Mode (Fixed Route), Stationary Conveyance Systems, Marine Modes of Transportation, Space Transportation and Vehicles, Transportation and the Future, Energy and Transportation, Transportation and the Environment, and Occupational Information. A reference list is appended. (YLB)

ED 209 514 CE 030 559

Poehls, Eddie And Others

Construction Drafting (Graphic Communications). Industrial Arts, Senior High Level II. North Dakota Senior High Industrial Arts Curriculum Guides.

North Dakota Univ., Grand Forks. Dept. of Industrial Technology.
Spons Agency-North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.
Pub Date-81
Note-59p.; For related documents see CE 030 555-566 and ED 173 662.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Behavioral Objectives, *Building Plans, Building Trades, Careers, *Construction (Process), Course Descriptions, Course Objectives, Curriculum Guides, *Drafting, *Graphic Arts, Guidelines, High Schools, *Industrial Arts, Learning Activities, Trade and Industrial Education
Identifiers-Graphic Communication, North Dakota

This course guide for a construction drafting course is one of four developed for the graphic communications area in the North Dakota senior high industrial arts education program. (Eight other guides are available for two other areas of Industrial Arts energy/power and production.) Part 1 provides such introductory information as a definition and instructional objectives for Industrial Arts. Part 2 contains the course rationale and objectives; guidelines for implementation; taxonometric structure: course description including length, credit, prerequisites, and student competencies; suggested instructional units with required number of class periods; and 11 units. Each unit includes some or all of the following material: unit objective(s), topic outline, and selected student competencies to be developed through sample coordinated learning activities. Unit titles are Introduction to Construction Drafting, Review of Drafting Procedures, Building Codes and Office Practices Used, Plot or Site Plans, Floor Plans and Utility Planning, Foundation Plans, Elevations, Construction Sections, Construction Details, Presentation Drawings, and Career Opportunities in Construction Drawing. A reference list is appended. (YLB)

ED 209 515 CE 030 560

Poehls, Eddie And Others

Design/Drafting (Graphic Communications). Industrial Arts, Senior High Level II. North Dakota Senior High Industrial Arts Curriculum Guides.

North Dakota Univ., Grand Forks. Dept. of Industrial Technology.
Spons Agency-North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.

Pub Date-81
Note-72p.; For related documents see CE 030 555-566 and ED 173 662.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Behavioral Objectives, *Building Design, Building Trades, Careers, Construction (Process), Course Descriptions, Course Objectives, Curriculum Guides, *Drafting, *Graphic Arts, Guidelines, High Schools, *Industrial Arts, Learning Activities, Technical Illustration, *Trade and Industrial Education
Identifiers-*Graphic Communication, North Dakota

This course guide for a design/drafting course is one of four developed for the graphic communications area in the North Dakota senior high industrial arts education program. (Eight other guides are available for two other areas of Industrial Arts energy/power and production.) Part 1 provides such introductory information as a definition and instructional objectives for Industrial Arts. Part 2 contains the course rationale and objectives; guidelines for implementation; taxonometric structure; course description including length, credit, prerequisites, and student competencies; suggested instructional units with required number of class periods; and 19 units. Each unit includes some or all of the following material: unit objective(s), topic outline, and selected student competencies to be developed through sample coordinated learning activities. Unit titles are Introduction and History to Drafting, Review of North Dakota Industrial Arts Curriculum Guide Level 1 for Graphic Communications Technology, Geometric Construction, Orthographic Projection, Dimensioning, Pictorials, Sections and Conventions, Auxiliary Views, Working Drawings, Charts and Graphics, Specialized Drafting, Reproduction Processes, Techniques of Design, Threads and Fasteners, Revolutions, Intersections and Developments, Technical Illustrations, Cams and Gears, and Technical Documents Control Systems. A reference list is appended. (YLB)

ED 209 516 CE 030 561

Poehls, Eddie And Others

Graphic Arts (Graphic Communications). Industrial Arts, Senior High Level II. North Dakota Senior High Industrial Arts Curriculum Guides.

North Dakota Univ., Grand Forks. Dept. of Industrial Technology.

Spons Agency-North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.

Pub Date-81

Note-68p.; For related documents see CE 030 555-566 and ED 173 662.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Behavioral Objectives, Careers, Course Descriptions, Course Objectives, Curriculum Guides, *Graphic Arts, Guidelines, High Schools, *Industrial Arts, *Layout (Publications), Learning Activities, Occupational Information, Printing, *Reprography, *Trade and Industrial Education

Identifiers-*Graphic Communication, North Dakota

This course guide for a graphic arts course is one of four developed for the graphic communications area in the North Dakota senior high industrial arts education program. (Eight other guides are available for two other areas of Industrial Arts energy/power and production.) Part 1 provides such introductory information as a definition and instructional objectives for Industrial Arts. Part 2 contains the course rationale and objectives; guidelines for implementation; taxonometric structure; course description including length, credit, prerequisites, and student competencies; suggested instructional units with required number of class periods; and 11 units. Each unit includes some or all of the following material: unit objective(s), topic outline, and selected student competencies to be developed through sample coordinated learning activities. Unit titles are Review of North Dakota Industrial Arts Curriculum Guide Level 1 for Graphic Communications Technology; Job Planning; Design Principles; Methods of Image Generation; Preproduction Methods; Production; Bindery, Finishing, and Packaging; Charecteristics and Manufacturing of Materials Used in Graphic Arts; Reprographics Process Trouble Shooting; Graphic Arts Plant Operation; and Career Opportunities. A reference list is appended. (YLB)

ED 209 517 CE 030 562

Poehls, Eddie And Others

Photography (Graphic Communications). Industrial Arts, Senior High Level II. North Dakota Senior High Industrial Arts Curriculum Guides.

North Dakota Univ., Grand Forks. Dept. of Industrial Technology.
Spons Agency-North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.
Pub Date-81
Note-73p.; For related documents see CE 030 555-566 and ED 173 662.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Behavioral Objectives, Careers, Course Descriptions, Course Objectives, Curriculum Guides, *Graphic Arts, Guidelines, High Schools, *Industrial Arts, Learning Activities, Photographic Equipment, *Photography, *Trade and Industrial Education
Identifiers-*Graphic Communication, North Dakota

This course guide for a photography course is one of four developed for the graphic communications area in the North Dakota senior high industrial arts education program. (Eight other guides are available for two other areas of Industrial Arts energy/power and production.) Part 1 provides such introductory information as a definition and instructional objectives for Industrial Arts. Part 2 contains the course rationale and objectives; guidelines for implementation; taxonometric structure; course description including length, credit, prerequisites, and student competencies; suggested instructional units with required number of class periods; and 19 units. Each unit includes some or all of the following material: unit objectives(s), topic outline, and selected student competencies to be developed through sample coordinated learning activities. Unit titles are Introduction and History of Photography, Photographic Principle and Theory, The Camera, Taking Pictures and Film Exposure, Photographic Laboratory Safety, Film Development, Projection Prints, Print Processing, Evaluation of Negatives and Prints and the Possible Improvements, Finishing Techniques, Properties and Characteristics of Photographic Materials, Photo Communications, Negative Making Methods, Photographic Chemistry and Formulas, Creative Darkroom Techniques, Lighting, Photographic Equipment and Materials Selection, Darkroom Design and Layout, and Specialized Photography. A reference list is appended. (YLB)

ED 209 518 CE 030 563

Claus, Robert And Others

Industrial Crafts (Production.) Industrial Arts, Senior High Level II. North Dakota Senior High Industrial Arts Curriculum Guides.

North Dakota Univ., Grand Forks. Dept. of Industrial Technology.
Spons Agency-North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.
Pub Date-81
Note-49p.; For related documents see CE 030 555-566 and ED 173 662.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Objectives, Ceramics, Course Descriptions, Course Objectives, Craft Workers, Curriculum Guides, *Design, *Design Crafts, Guidelines, *Handicrafts, High Schools, *Industrial Arts, Learning Activities, Leather, Marketing, Metal Working, Needle Trades, Plastics, *Trade and Industrial Education, Woodworking
Identifiers-Jewelry Making Occupations, North Dakota, Weaving

This course guide for an industrial crafts course is one of four developed for the production area in the North Dakota senior high industrial arts education program. (Eight other guides are available for two other areas of Industrial Arts energy/power and graphic communications.) Part 1 provides such introductory information as a definition and instructional objectives for Industrial Arts. Part 2 contains the course rationale and objectives; guidelines for implementation; taxonometric structure; course description including length, credit, prerequisites, and student competencies; suggested instructional units with required number of class periods; and five units. Each unit includes some or all of the following material: unit objective(s), topic outline, and selected student competencies to be developed through sample coordinated learning activities. Unit titles are Craft Industry, Craft Planning and Design, Materials and Processes, Materials Selection, and Craft Materials Areas. (A reference list is appended.) (YLB)

ED 209 519 CE 030 565

Claus, Robert And Others

Plastic Technology (Production). Industrial Arts, Senior High Level II. North Dakota Senior High Industrial Arts Curriculum Guides.

North Dakota Univ., Grand Forks. Dept. of Industrial Technology.

Spons Agency-North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.

Pub Date-81

Note-62p.; For related documents see CE 030 555-566 and ED 173 662.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Behavioral Objectives, Careers, Course Descriptions, Course Objectives, Curriculum Guides, Guidelines, High Schools, *Industrial Arts, Learning Activities, *Manufacturing, *Plastics, *Trade and Industrial Education

Identifiers-North Dakota

This course guide for a plastic technology course is one of four developed for the production area in the North Dakota senior high industrial arts education program. (Eight other guides are available for two other areas of Industrial Arts energy/power and graphic communications.) Part 1 provides such introductory information as a definition and instructional objectives for Industrial Arts. Part 2 contains the course rationale and objectives; guidelines for implementation; taxonometric structure; course description including length, credit, prerequisites, and student competencies; suggested instructional units with required number of class periods; and 12 units. Each unit includes some or all of the following material: unit objective(s), topic outline, and selected student competencies to be developed through sample coordinated learning activities. Unit titles are Introduction and Orientation, Testing and Chemistry of Plastics, Molding and Forming, Moldmaking, Fabrication and Bonding, Laminates, Casting Plastics, Foaming Systems, Coating, Dispersion System, Decorating, and Career Opportunities in Plastic Technology. A reference list is appended. (YLB)

ED 209 520 CE 030 566

Claus, Robert And Others

Wood Technology (Production). Industrial Arts, Senior High Level II. North Dakota Senior High Industrial Arts Curriculum Guides.

North Dakota Univ., Grand Forks. Dept. of Industrial Technology.
Spons Agency-North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.
Pub Date-81
Note-55p.; For related documents see CE 030 555-565 and ED 173 662.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Accident Prevention, Behavioral Objectives, Cabinetmaking, Careers, Course Descriptions, Course Objectives, Curriculum Guides, *Design, *Equipment Maintenance, Finishing, Guidelines, Hand Tools, High Schools, *Industrial Arts, Learning Activities, *Preservation, Safety, *Trade and Industrial Education, *Woodworking
Identifiers-North Dakota, *Wood Technology

This course guide for a wood technology course is one of four developed for the production area in the North Dakota senior high industrial arts education program. (Eight other guides are available for two other areas of Industrial Arts energy/power and graphic communications.) Part 1 provides such introductory information as a definition and instructional objectives for Industrial Arts. Part 2 contains the course rationale and objectives; guidelines for implementation; taxonometric structure; course description including length, credit, prerequisites, and student competencies; suggested instructional units with required number of class periods; and eight units. Each unit includes some or all of the following material: unit objective(s), topic outline, and selected student competencies to be developed through sample coordinated learning activities. Unit titles are Standardized Materials of Wood Technology, Safety and Accident Prevention, Processes, Design of Wood Products, Cabinet Construction, Wood Preservation, Career Opportunities in the Wood Industry, and Tool Maintenance. A reference list is appended. (YLB)

ED 209 521 CE 030 567

Modeling a Program Planning Process for Vocational Education.
Southeast Community Coll., Lincoln, Nebr.
Spons Agency-Nebraska Occupational Needs Research Coordinating Unit, Lincoln.; Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.
Pub Date- 81
Note-42p.
Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Allied Health Occupations Education, Curriculum Development, Data Analysis, *Data Collection, *Educational Needs, *Educational Planning, Information Needs, Models, Pilot Projects, Postsecondary Education, Program Descriptions, *Program Design, *Program Development, *Vocational Education

This guide, which derives from planning work at Southeast Community College (Nebraska), is designed to improve the practice of vocational program planning at the postsecondary level. After an overview is provided in the first section, a compilation of seven seperate categories is presented which deals with gathering needed information for reviewing new vocational program proposals. The following types of information are suggested to be collected: identification of researchers' implementation date; brief program description; supply/demand data; specific employer needs; future employment opportunities; employer-identified prerequisites; admission requirements; enrollment potential; program design including objectives, structure, impact, and expansion plans; advisory committee construction and other agency involvement; rationale; staffing; facilities; equipment; projected income; budget; and summary comments concerning impact, timing, and justification. An elaborate color-coded participation matrix is presented using eight generic questions with a descriptive scale describing the possible involvement of governments, educational agencies, employers, employees, the general public, and the local school. A planning process model is diagramatically presented in order to assess a vocational program at any stage of its justification, development, implementation, or operation. An illustration of the process is presented in the development of a program for sonographers. A PERT network is provided which includes events, activities, and time frames. A bibliography of sources, the new program proposal, and a questionnaire for data collection are appended. (BPB)

ED 209 522 CE 030 569

Health Occupations Cluster Guide.
Oregon State Dept. of Education, Salem.
Pub Date-81
Note-85p.
Available from-Documents Clerk, Oregon Department of Education, 700 Pringle Parkway SE, Salem, OR 97310 ($2.50).
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Allied Health Occupations, *Allied Health Occupations Education, Anatomy, Course Objectives, Curriculum Guides, Dental Assistants, Dental Hygienists, Dental Technicians, Diseases, Human Body, Interpersonal Relationship, Job Skills, Learning Activities,

Medical Assistants, Medical Laboratory Assistants, Medical Services, Nurses, Nurses Aides, *Occupational Clusters, Occupational Therapy Assistants, Patients, Physical Therapy Aides, Physiology, *Program Design, *Program Implementation, Secondary Education, Surgical Technicians, Teamwork, Vocational Education
Identifiers-Emergency Medical, *Oregon

Intended to assist the vocational teacher in designing and implementing a cluster program in health occupations, this guide suggests ideas for teaching the specific knowledge and skills that qualify students for entry-level employment in the health occupations field. The knowledge and skills are applicable to 12 occupations: dental assistant; dental hygienist; dental lab technician; emergency medical technician; medical assistant; medical lab assistant; nursing assistant; nurse, general duty; occupational therapy assistant; physical therapy assistant; respiratory therapist; and surgical technician. The guide is also suitable for preparing students to enter advanced training programs. Section 1, Cluster Organization and Implementation, addresses goal-based planning and provides a proposed cluster curriculum, sample curriculum schedule, descriptions of course content, and current Oregon manpower data. In section 2, Instructional Emphasis Areas, are contained course goals and learning activities for six allied support courses: Human Body Structure and Function, Microbes and Disease, Health Team Relations, Patient Relations, and Health Care Skills I and II. Section 3, Assessment, briefly discusses group and individual approaches. The appendix includes lists of equipment and supplies, resources, and career opportunities; information on Health Occupations Students of America; clinical experience checklist; and occupational analysis data. (YLB)

ED 209 523 CE 030 570

Farley, Roy C. Rubin, Stanford E.
Systematic Interviewing Skills. Participant's Workbook.
Arkansas Univ., Fayetteville. Rehabilitation Research and Training Center.
Spons Agency-National Inst. of Handicapped Research (ED), Washington, D.C.
Pub Date-80
Grant-16-P-56812-RT-13
Note-184p.; For related documents see CE 030 571-572. A set of slides and cassette tapes are available from the producer.
Available from-Arkansas Rehabilitation Research and Training Center, P.O. Box 1358, Hot Springs, AR 71901 (Trainer's Guide, $5.00; Participant's Workbook, $4.00; Typescript Manual, $3.00; Set of Slides, $150.00; Set of Cassette Tapes, $12.00).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Communication Skills, Continuing Education, *Human Services, *Information Seeking, *Inservice Education, Instructional Materials, Interpersonal Competence, *Interviews, Learning Activities, Nonverbal Communication, Postsecondary Education, *Questioning Techniques, Rehabilitation Centers, Self Evaluation (Individuals), *Skill Development, Staff Development, Vocational Rehabilitation, Workbooks, Workshops

Part of a five-part package (see note) of training materials to teach interviewing skills to human services personnel, this participant's workbook contains all the forms and training aids that would typically be distributed to the participants during the training session. It includes material needed for the various training exercises that are done during the training session and self-assessment checklists for the material covered. The training program defines the skills that interviewers need to ensure that as much relevant information as possible is exchanged during interviews, and it helps turn these skills into lasting habits. Major topics covered in the first six sections of the workbook include how to motivate clients to show up for interviews, how to prepare for initial interviews, how to listen actively and use body language effectively, and how to use different types of verbal responses to achieve objectives and to encourage self-exploration. The last section of the workbook contains forms for self-assessment on the various interview techniques covered in the training session. (KC)

ED 209 524 CE 030 571

Farley, Roy C. Rubin, Stanford E.
Systematic Interviewing Skills. Trainer's Guide.
Arkansas Univ., Fayetteville. Rehabilitation Research and Training Center.
Spons Agency-National Inst. of Handicapped Research (ED), Washington, D.C.
Pub Date-80
Grant-16-P-56812-RT-13
Note-156p.; For related documents see CE 030 570-572. A set of slides and cassette tapes are available from the producer.
Available from-Arkansas Rehabilitation Research and Training Center, P.O. Box 1350, Hot Spring, AR 71901 (Trainer's Guide, $5.00; Participant's Workbook, $4.00; Typescript Manual, $3.00; Set of Slides, $150.00; Set of Cassette Tapes, $12.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Communication Skills, Continuing Education, *Human Services, Information Seeking, *Inservice Education, Instructional Materials, Interpersonal Competence, *Interviews, Learning Activities, Nonverbal Communication, Postsecondary Education, *Questioning Techniques, Rehabilitation Centers, Self Evaluation (Individuals), *Skill Development, Staff Development, Teaching Guides, *Teaching Methods, Vocational Rehabilitation, Workbooks, Workshops

Part of a five-part package (see note) of training materials to teach interviewing skills to human services personnel, this trainer's workbook serves as a guide for the trainer while conducting a training session. It provides a step-by-step set of procedures for presenting the activities for increasing trainee skills in applying the concepts. It also explains the training approach, participant selection, time schedules, the training setting, and equipment needed. The training program defines the skills that interviewers need to ensure that as much relevant information as possible is exchanged during interviews, and it helps turn these skills into lasting habits. Major topics covered in the first seven sections of this workbook include how to motivate clients to show up for interviews, how to prepare for initial interviews, how to listen actively and use body language effectively, and how to use different types of verbal responses to achieve objectives and to encourage self-exploration. The last section of the Trainer's Guide contains procedures for leading participants through their self-assessment forms. A trainer's outline is contained in the document appendix. (KC)

ED 209 525 CE 030 572

Farley, Roy C. Rubin, Stanford E.

Systematic Interviewing Skills. Typescript Manual.

Arkansas Univ., Fayetteville. Rehabilitation Research and Training Center.

Spons Agency-National Inst. of Handicapped Research (ED), Washington, D.C.

Pub Date-80

Grant-16-P-56812-RT-13

Note-92p.; For related documents see CE 030 570-571. A set of slides and cassette tapes are available from the producer.

Available from-Arkansas Rehabilitation Research and Training Center, P.O. Box 1358, Hot Springs, AR 71901 (Trainer's Guide, $5.00; Participant's Workbook, $4.00; Typescript Manual, $3.00; Set of Slides, $150.00; Set of Cassette Tapes, $12.00).

Pub Type- Guides - Classroom - Teacher (052) - Miscellaneous (999)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Audiovisual Aids, Case Studies, Communication Skills, Continuing Education, *Human Services, Information Seeking, Inservice Education, Instructional Materials, Interpersonal Competence, *Interviews, Learning Activities, *Models, Nonverbal Communication, Postsecondary Education, *Questioning Techniques, Rehabilitation Centers, Scripts, *Skill Development, Staff Development, *Vocational Rehabilitation, Workshops

Part of a five-part package (see note) of training materials to teach interviewing skills to human services personnel, this typescript manual is intended for use as a visual reference to aid in understanding the taped dialogues of the packages tape/slide demonstrations of interview interaction, and for referral in class discusions. The typescript contains 17 samples of interviews that are shown in the slide/tape presentation. The training program defines the skills that interviewers need to ensure that as much relevant information as possible is exchanged during interviews, and it helps turn these skills into lasting habits. Major topics covered in the typescript include planning the interview, structuring the interview setting, information dissemination effectiveness, information collection effectiveness, observing the interviewee, listening to the interviewee, organizing, interaction techniques discrimination, interaction styles during the interview, and facilitative interaction style during the interview. Interview samples are staged in a vocational rehabilitation center. (KC)

ED 209 526 CE 030 577

Information on Prime Sponsor CETA Expenditures Related to Membership Organizations. Report to the Honorable William L. Clay, House of Representatives, by the U.S. General Accounting Office.

Comptroller General of the U.S., Washington, D.C.
Report No.-HRD-82-5
Pub Date-28 Oct 81
Note-39p.
Available from-U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (First five copies free; additional copies, bound, $3.25; unbound, $1.00; 25% discount for 100 or more to same address).
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescents, Adults, *Employment Programs, *Expenditures, Federal Legislation, *Federal Programs, Lobbying, National Organizations, Nonprofit Organizations, *Organizational Effectiveness, *Professional Associations, Program Costs, Self Evaluation (Groups)
Identifiers-*Comprehensive Employment and Training Act, Department of Labor, *Prime Sponsors

The United States General Accounting Office reviewed prime sponsor use of Comprehensive Employment and Training Act (CETA) funds for activities related to membership organizations. Data was gathered by mailed questionnaires to 474 prime sponsors (89 percent response rate), site visits to national membership organizations, attendance at conferences sponsored by membership organizations, and telephone interviews with CETA-related membership organizations, and Department of Labor officials. The following conclusions were reached from these data. (1) It was determined that CETA's provisions are sufficiently broad to allow prime sponsors to use CETA funds to enter into membership and to pay expenses for activities related to membership organizations. (2) CETA prime sponsors spent $1.8 million in fiscal year 1979 for activities related to membership organizations. (3) Services provided by membership organizations to prime sponsors include information dissemination, technical assistance, and advocacy. (4) Benefits accruing to CETA prime sponsors from membership organizations include exchange of information, innovative programs, information about budget allocations and regulations, analyses of CETA legislation and policies, provision of a forum for discussion, and staff training. (5) There is no direct evidence that CETA funds were used for lobbying efforts by the membership organizations, although it is possible that they may be indirectly related. Prime sponsors believe expenditures related to membership organizations are justified because the services they provide are worth the cost and are frequently more useful than those provided by the Department of Labor. (KC)

ED 209 527 CE 030 578

Norris, Carol A. Wheeler, Linda
Phoenix Union High School District Phoenix Union High School District, Ariz. Research Services.

Pub Date-81
Note-32p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Basic Education, Adult Students, Basic Skills, Competency Based Education, *Minority Groups, *Outcomes of Education, Pretests Posttests, *Program Effectiveness, Program Evaluation, *Reading Instruction, Research Problems, Spanish Speaking, Student Problems, Volunteers
Identifiers-*Phoenix Union High School District AZ

The Adult Reading Academy, a federally-funded service of the Phoenix Union High School District, serves native- and foreign-born adult students who are deficient in the basic skills of reading, writing, arithmetic, and oral communication. In 1980/81, the program served 476 students at 17 sites. Approximately 24 percent of the clients served were members of minority groups (principally Spanish-speaking), the elderly, adjudicated youth, pregnant teenagers, or inmates of the women's prison. Student academic success was evaluated by the Wide Range Achievement Test. Three-fourths of the students who were pre- and posttested made the projected gain of one month in grade level per 25 hours of instruction. Many of the students also reported personal success at home and on the job. Inservice training was provided to both paid staff and volunteer staff members, 27 of whom contributed a total of 1417.5 hours to the program during the year. Participant evaluations of the inservice workshops were positive. Two areas of concern, common to many adult basic education programs, were evident during the year: (1) five sites did not attract enough clients, and (2) approximately 20 percent of the students separated from the Academy without stating their reasons for leaving. Staff members reported difficulty in making follow-up contacts. A thorough evaluation of program effects is, therefore, difficult. (Author/KC)

ED 209 528 CE 030 581

Bowles, Dean And Others

Education-Work. Knowing Where You're Going. Vocational Conference (6th, Madison, Wisconsin, August 10-12, 1981).

Wisconsin State Dept. of Public Instruction, Madison. Bureau of Vocational and Career Education.

Report No.-WSDPI-Bull-2188

Pub Date-81

Note-78p.; Light print may be marginally legible.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adults, Educational Change, Educational Demand, Educational Development, Educational Needs, Educational Planning, *Educational Theories, *Educational Trends, *Education Work Relationship, Enrollment, Futures (of Society), Publicity, *Public Relations, Secondary Education, *Sex Fairness, Technical Education, *Vocational Education

Identifiers-Wisconsin

An August, 1981, conference in Madison, Wisconsin, brought together the state's vocational educators to explore the work-education relationship and where vocational education is going in the next decade. In the first of the four addresses, Dean Bowles, Deputy State Superintendent of Public Instruction, described upcoming challenges for secondary vocational education. These challenges include the decline of high school-age youth in the coming decade, the demand for greater technical expertise, employer needs for more highly technically trained workers, the necessity to provide salable skills to greater percentages of high school youths, and the need for adult vocational education. Following, Harland Samson, Associate Dean, School of Education, at the University of Wisconsin-Madison, outlined issues affecting education and work. He reviewed the current status of vocational education, commented on the possible emergence of the more humane industrial-democracy theory of education against the now-prevailing social efficiency theory, and predicted changes that will take place in vocational education through the year 2000. In the third presentation, Garth Hanson, Associate Professor at the University of Illinois at Carbondale, gives how-to tips and examples that teachers and administrators can use to get publicity for their vocational education programs. Finally, Amanda Smith, Management and Educational Consultant in Sex Equity for North Carolina, presented ideas for building trust between women and men for a more productive work force. (KC)

ED 209 529 CE 030 582

A Guide for Planning Performance-Based Family Education in Home Economics Education Programs.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-Jul 80

Note-271p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Behavioral Objectives, Child Abuse, Child Neglect, Child Rearing, Competence, *Competency Based Education, Consumer Education, Divorce, Family (Sociological Unit), Family Financial Resources, *Family Life, Family Life Education, Family Problems, *Family Relationship, Family Structure, *Home Economics, Homemaking Skills, Interpersonal Competence, Interpersonal Relationship, Learning Activities, Learning Modules, Marital Instability, Marriage, Money Management, Nuclear Family, *Parenthood Education, Secondary Education, Teaching Guides, Vocational Education

This guide has been developed in order to help secondary teachers to plan a two-level, performance-based semester course on family life. Each of the levels is organized into units based on competencies. Level 1 covers self-understanding, the family in perspective, interpersonal relations, solutions to crises, community resources, and establishing an independent family unit. Level 2 includes decision making to achieve family goals, resources to achieve goals, consumer decisions and family unity , and parenting decisions. Each level course contains an outline of its major competencies and conceptual framework, and a list of resources. For each of the 10 units of the guide, a competency, performance objectives, performance guides (which help the student work toward achievement of the performance objective), and learning experiences are included, along with suggested resources and teacher evaluation activities. (KC)

ED 209 530 CE 030 583

Darrell, Richard E. And Others

Vocational Technology for Cerebral Palsied Individuals Project. End-of-Project Report, 1978-1981. Volume I.

Michigan Univ., Ann Arbor. Inst. for the Study of Mental Retardation and Related Disabilities.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-Jan 82

Grant-G008004866

Note-77p.; Photographs will not reproduce well. For a related document see CE 030 584. Also, a videocassette is available for renting (Videotape Rental Library, Michigan Media, 400 Fourth Street, Ann Arbor, MI 48109; $20.00 for 3-day rental period).

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adolescents, Adults, Agency Cooperation, *Cerebral Palsy, Delivery Systems, Educational Needs, Information Dissemination, Job Development, *Job Placement, Models, Needs Assessment, *Program Development, *Program Effectiveness, Publicity, Self Care Skills, Student Needs, *Vocational Adjustment, Vocational Education, *Vocational Rehabilitation

Identifiers-Habilitation, Vocational Assessment, *Vocational Technology for Cerebral Palsied Project

A three-year project involving 27 participants was conducted to develop and apply a model vocational rehabilitation service program for cerebral palsied individuals; the project included assessment, work adjustment training, and placement. Included in the project were the following activities: (1) demonstrating a service delivery model of vocational assessment, work adjustment training, and placement for individuals moderately and severely disabled with cerebral palsy; (2) developing and continuing interagency cooperation among rehabilitation agencies, social service agencies, and schools; (3) identifying services essential to vocational adjustment of project clients; (4) exploring the needs of project clients in the areas of job development, post-employment services, and other services designed to enhance the independent functioning of the client in the community; (5) disseminating the Vocational Technology Project's model of task analysis, assessment, work adjustment training, placement, and follow-up of adolescent and adult clients with cerebral palsy; (6) exploring potentials for project refunding or spin-off; and (7) generating and disseminating a final project report. Inasmuch as the project was deemed successful, suggestions were offered to rehabilitation professionals interested in future replication of the program. (The appendixes to the report are available separately see note.) (MN)

ED 209 531 CE 030 584

Darnell, Richard E. And Others

Vocational Technology for Cerebral Palsied Individuals Project. End-of-Project Report, 1978-1981. Volume II Appendices.

Michigan Univ., Ann Arbor. Inst. for the Study of Mental Retardation and Related Disabilities.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date- Jan 82

Grant-G008004866

Note-309p.; For a related document see CE 030 583.

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-Adolescents, Adults, *Cerebral Palsy, Daily Living Skills, Educational Needs, Guidelines, Health Personnel, Job Development, *Job Placement, Leaders Guides, Needs Assessment, Perceptual Motor Learning, Personnel Evaluation, Program Descriptions, Publicity, Questionnaires, *Records (Forms), Self Care Skills, Student Educational Objectives, Student Evaluation, Student Needs, Task Analysis, *Vocational Adjustment, Vocational Education, *Vocational Rehabilitation, Workshops

Identifiers-Habilitation, Michigan, Vocational Assessment, *Vocational Technology for Cerebral Palsied Project

These 26 appendixes to the final report of the Vocational Technology for Cerebral Palsied Individuals Project contain various project-developed forms, assessment instruments, manuals, and bibliographies. Included are project informational literature, news articles, and the project presentation format. Sample intake forms, client referrals, and brief descriptions of project clients are provided. Also reproduced are a sample assessment schedule, assessment tools, a sensory-motor assessment, and a functional change scale. Following sample reports, a workshop supervision manual and a residential attendant manual are provided. Presented next are an employer evaluation, a client's placement record, a job task analysis, a list of conferences attended by project staff, project training manuals and outlines, and a videotape brochure. Among other items appended to the report are listings of facilities in Michigan, occupations for homebound clientele, agency contacts, and student objectives. A placement bibliography, project evaluation information, and regional training information also appear in the appendixes. (The final project report is available separately see note.) (MN)

ED 209 532 CE 030 585

Sievers, Ruth A., Ed.

Metric Planning Guide for Vocational Education.

American National Metric Council, Washington, D.C.; American Vocational Association, Inc., Arlington, Va.

Report No.-ISBN-0-89514-036-5
Pub Date-81
Note-73p.; Also prepared by the Vocational Education Sector Committee.
Available from-Special Publications, American Vocational Association, 2020 N. 14th St., Arlington, VA 22201 (Order No. 10381, $12.00).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Allied Health Occupations Education, Annotated Bibliographies, Business Education, Distributive Education, *Educational Planning, *Educational Resources, Home Economics Education, Industrial Arts, Industrial Education, *Integrated Activities, Learning Activities, *Metric System, Occupational Home Economics, Postsecondary Education, Reference Materials, Secondary Education, Teaching Guides, *Teaching Methods, Technical Education, Trade and Industrial Education, *Vocational Education

This guide contains background materials and ideas for vocational education teachers to use in planning learning activities on the metric system for their students. Organized into eight chapters, the book covers the following topics: overview of the metric system; program administration; metrics in agricultural education; in business and distributive education; in health occupations education; in home economics education; and in industrial arts, trade and industrial, and technical education. Each chapter includes an introduction; instructional strategies; standards for metrics in that field; information about tools, instruments, and equipment; sample teaching activities; and references and resources. The final chapter is an annotated guide to metric learning and teaching. (KC)

ED 209 533 CE 030 586

Ulrich, Lorene, Comp. And Others
Energy Awareness Guide. A Resource Book for Vocational Educators.
American Vocational Association, Inc., Arlington, Va.
Spons Agency-Department of Energy, Washington, D.C.
Report No.-ISBN-0-89514-035-7
Pub Date-81
Grant-DE-FG05-791R10294
Note-65p.
Available from-Special Publications, American Vocational Association, 2020 N. 14th St., Arlington, VA 22201 (Order No. 10281, $8.00).
Pub Type- Reference Materials - Directories/Catalogs (132) - Reference Materials - Vocabularies/Classifications (134) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Agencies, Bibliographies, Conservation Education, Directories, *Educational Resources, *Energy, *Energy Conservation, Federal Programs, Filmographies, Financial Support, Government Employees, *Information Sources, Instructional Materials, Newsletters, Organizations (Groups), Periodicals, Postsecondary Education, Power Technology, *Reference Materials, Secondary Education, Skilled Occupations, State Officials, State Programs, Teaching Guides, *Vocational Education

This guide is intended to help vocational educators to create general energy awareness among their students and assist in preparing their students to become skilled workers in energy-related occupations. The guide contains hundreds of resources, such as names of personal contacts and programs at state and federal levels, sources for funding, organizations with energy-related activities, and a variety of materials, including lists of periodicals and newsletters; curriculum materials, films, and bibliographies and directories. A glossary is included to help keep the teacher up-to-date on the latest terms in energy technology. An introduction to each section explains the type of information to be found in the section and the abbreviation used. (KC)

ED 209 534 CE 030 593

Adult Basic Education Learning Center 310 Project. Evaluation Report, July 1980-June 1981.

Missouri State Dept. of Corrections, Jefferson City.

Pub Date-81

Note-39p.; For a related document see ED 195 746.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Basic Education, Agency Cooperation, Cooperative Programs, *Correctional Education, *Correctional Institutions, Correctional Rehabilitation, Disabilities, Dropouts, Evening Programs, Individualized Instruction, Peer Teaching, Postsecondary Education, Private Agencies, *Program Effectiveness, Public Agencies, Reading Programs, Secondary Education, *State Programs, Tutors, Vocational Education

Identifiers-*310 Project, *Missouri

The 310 project is an educational research and demonstration program with learning centers located in five Missouri correctional institutions. These are the Missouri State Penitentiary, the Missouri Intermediate Reformatory, the Missouri Training Center for Men, the Central Missouri Correctional Center, and the Ozark Correctional Center. Manned by a staff of eight teachers, these centers served 896 inmates with more than 12 hours of instruction in 1981. The program focused on low functioning and handicapped adults and vocational curricula. Included in the project were the following key components: a 0-6 grade reading program that used an inmate tutor approach, night school programs, cooperation with private and nonprofit outside agencies, emphasis on techniques that encouraged students to remain in the educational system, and a follow-up system to keep inmates in the educational system when transferred from one institution to another. While the project's basic mission was to serve inmates with less than an eighth grade education, the night programs emphasized a grade 9-12 level of education. The test scores of project participants from each of the five institutions attest to the project's success. (The report on the project is available separately see note.) (MN)

ED 209 535 CE 030 594

Paul, Krishan K. Carlos, Ellen A.
Vocational Educators' Handbook for Economic Development.
American Vocational Association, Inc., Arlington, Va.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, D.C.
Report No.-ISBN-0-89514-038-11
Pub Date-81
Contract-300-79-0762
Note-133p.
Available from-American Vocational Association, Special Publications, 2020 N. 14th St., Arlington, VA 22201 ($15.00).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cooperative Programs, *Coordination, *Economic Development, Education Work Relationship, Financial Support, Industry, *Job Development, Job Training, Linking Agents, Models, School Business Relationship, School Role, Secondary Education, *Teacher Role, Technical Assistance, Vocational Education, *Vocational Education Teachers

This how-to'' manual provides information and specific strategies for vocational educators who want to become involved in the economic development/job creation process. It is especially designed for the novice business and industry liaison or coordinator. Section 1 outlines the economic development and job creation process and emphasizes vocational education's involvement as a service institution to students (potential employees) and employers. Benefits of economic development are presented. Section 2 focuses on planning for economic development. It deals with assessment of economic development models, model descriptions, and identification of models. Strategies for joining the economic development team or putting a team together are presented along with a profile of a linking agent. Section 3 focuses on planning an industry training program. It includes parts on types of training programs and instructional methods, budgets, contractual agreements, time-lines, task analyses, curriculum and instructional materials, trainee recruitment, equipment, facilities, placement, program and trainee evaluation, and monitoring. Section 4 highlights federal, state, and local sources of funding and technical assistance. Section 5 is an annotated bibliography to 30 resource publications. Appendixes include case studies of 17 model sites, needs survey, summaries of instructional methods, and sample budget and contract. (YLB)

ED 209 536 CE 030 607

Fraser, Annette J.

Occupational Clothing Curriculum.

Utah State Board for Vocational Education, Salt Lake City.

Pub Date-Sep 81

Note-328p.; Some pages will not reproduce well due to marginally legible print.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Behavioral Objectives, *Clothing, *Clothing Instruction, Competence, Equipment Maintenance, Equipment Utilization, Job Skills, Learning Activities, Learning Modules, *Manufacturing, *Needle Trades, *Occupational Home Economics, Postsecondary Education, Secondary Education, *Sewing Instruction, Sewing Machine Operators, State Curriculum Guides

Identifiers-Alterationists, Drapery Makers, Upholsterers

Designed to provide individualized, hands-on experience for secondary or postsecondary students in gainful homemaking programs, this occupational clothing curriculum contains eight learning modules. The following topics are covered in the modules: plant production for the needle trades (needle trade structure and operation, terminology, history, equipment/techniques, careers/job availability, labeling); power sewing equipment (teacher maintenance, student use and care); basic industrial sewing techniques (stitching various fabrics and blindstitching); short projects (advanced stitching methods, utilization of basic attachments); needle trade production simulation; drapery making (basics of drapery making, selecting styles, measuring/cutting, constructing pleated drapes); recreational vehicle upholstery (box cushion construction, cording and zipper insertion techniques); and alterations (occupations in alterations, basic alteration procedures, determination of preparations that are possible in changing the dimensions of commercial garments). Following an initial listing of competencies taught in the given module, each module includes learning activities, worksheets, and performance checklists. A module evaluation form is appended. (MN)

ED 209 537 CE 030 610

National Advisory Council on Adult Education Report '80.

Fort Wayne Women's Bureau, Inc., Ind.; National Advisory Council on Adult Education, Washington, D. C.
Pub Date-Jul 81
Note-36p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Education, *Adult Learning, Adults, Annual Reports, Educational Finance, *Educational Planning, *Educational Policy, Educational Trends, *Federal Legislation, Federal Programs, Futures (of Society), Policy Formation, Postsecondary Education, Public Policy, Tables (Data)
Identifiers-Adult Education Act 1978, *National Advisory Council on Adult Education

This report covers the Council on Adult Education's operation from September 1979 to December 30, 1980. The report outlines the annual activities, describes the Council's program, and gives a status report on the process developed to obtain input on the development of recommendations for the reauthorization of the Adult Education Act, which expires in 1983. During the period of time that this report covers, the Council completed recommendations on the organizational structure of the Office of Assistant Secretary for Vocational and Adult Education in the Department of Education, and published three extensive reports which will serve as basic references as the new Administration and the Congress formulate a federal policy relating to adult learners. A major part of the annual report is devoted to a preview paper on adult learning programs. In this paper, the Council notes that we know that most adult learning is self-directed and often done independently of structured educational institutions, and that adult education activities and adult earning opportunities are increasing. Under these conditions, the paper suggests ways in which organizational changes might enable the federal government to accomplish more than it now does with existing educational programs. The paper encourages linkages and cooperation that may be facilitated by organization charts and job descriptions, but depends, in the final analysis, upon the leadership at the top and the good will and common sense of the rest of those involved. The annual report also addresses the issue of administrative costs for adult education and makes recommendations for use of funds. (KC)

ED 209 538 CE 030 624

Kreitlow, Burton W. And Others

Educational Needs Assessment for Wisconsin Adults with Less than High School Graduation or GED.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.; Wisconsin Univ., Madison.

Pub Date- 80
Note-87p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Adult Basic Education, Adult Education, Basic Skills, *Educational Needs, *Educational Planning, Enrollment Influences, *High School Equivalency Programs, Marketing, Minority Groups, Needs Assessment, Older Adults, Program Development, *Program Improvement, Vocational Education, Young Adults
Identifiers-*Wisconsin

This study was conducted to assess the educational needs of Wisconsin adults aged 16 years and older who had not graduated from and were not attending high school or had not received a high school equivalency credential. The project staff interviewed 1,680 Wisconsin residents who met these criteria by telephone, using computerized random digit dialing. Results were compiled in the form of frequency analysis and cross tabulations. The following conclusions were reached, with recommendations for adult basic education (ABE) programming to meet the needs uncovered. (1) Persons in the 16-25-year-olds age range are the most cost effective target for ABE recruitment and programming; however, competing demands on their time make flexible scheduling, innovative approaches, and televised instruction a wise course. (2) Teachers should understand the needs of 16-25-year-olds; and more emphasis should be placed on preparation for high school equivalency. (3) The needs of older adults might be met through association with churches. (4) ABE's concentration on basic skills is needed and should continue. (5) The ABE program should make greater use of family and friends to teach persons who need the skills. (6) Newspapers, magazines, and books should be used as instructional materials. (7) Instructional units in the completion of various forms should be used. (8) Marketing of the program will have to become more selective and more sophisticated. (9) Special needs of minority groups will have to be met in increasing numbers. (10) ABE programs should be integrated into other adult educational activities and with vocational programs to better serve the population's needs. (KC)

ED 209 539 CE 030 632

Helt, Lawrence And Others
Agricultural Marketing.
North Dakota State Univ., Fargo. Dept. of Agricultural Education.
Spons Agency-North Dakota State Board for Vocational Education, Bismarck.
Pub Date-Aug 81
Note-285p.; Charts will not reproduce clearly.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Adult Education, *Agricultural Education, *Agricultural Occupations, Behavioral Objectives, Business Cycles, Economic Climate, *Farm Management, Financial Needs, Grains (Food), Instructional Materials, Learning Activities, *Marketing, *Money Management, Planning, Postsecondary Education, Trend Analysis, Vocational Education
Identifiers-*Agricultural Marketing, Commodity Futures

Designed for use in farm business management adult programs, this marketing curriculum includes six teaching lessons and professional staff products. The following topics are covered in the lessons: introduction to marketing; interpretation of price/demand/supply cycles and fundamental outlook trends (carryover/projections/disappearance); farmers' marketing alternatives to the cash grain market; using the futures market and understanding the function of the commodity exchanges; farmers' marketing alternatives using the futures market for hedging; and factors to consider in reaching a marketing (selling) decision. Also included is a special assignment dealing with development of a written marketing plan. Each unit contains sections on student objectives; transitions between units; the lesson itself (including attention focusers, suggested teaching strategies, key questions, and learning activities); a summary; an at-the-farm activity; lists of needed learning resources; references; and visuals for the curriculum. Also appended to the curriculum are a variety of charts, tables, problems, and handouts. (MN)

ED 209 540 CE 030 634

Stone, Sheila D.

Validation of Interdisciplinary Cooperative Education Manual.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

Pub Date-Sep 81

Note-83p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Agricultural Education, Career Education, Consumer Education, *Cooperative Education, Curriculum Development, *Curriculum Guides, Field Tests, Fused Curriculum, Home Economics Education, *Instructional Materials, *Interdisciplinary Approach, Leadership Training, *Material Development, Program Validation, Secondary Education, Teacher Attitudes, *Validity, Vocational Education

Identifiers-*Interdisciplinary Cooperative Educ Curric Manual

A field test examined the validity of the Interdisciplinary Cooperative Education Curriculum Manual.'' (Among those topics covered in the manual are the following: vocational student organizations, leadership, civic responsibility, health and safety, human relations, communications, resource management, consumer skills, consumer law, career planning, job search strategies, and arithmetic.) Twenty-six Oklahoma vocational, agriculture, and home economics teachers submitted between one and no units each (a total of 116 units), representing the work of 590 students. In addition, instructors provided comments on the units and suggested changes in them. Item analyses were made on the tests, including frequency counts of the number of correct answers and the percentage of students having a correct answer on a given item. Identification was made of those concepts on which 20 percent or more of the students were not achieving. Because over one-half of the units fell below the arbitrarily set standard of 80 percent, the manual warrants further study to determine what weaknesses exist whether in the presentation of the concepts as written or as taught or in the students' inability to comprehend the more abstract concepts. (Teacher comments on the manual and item-by-item test results are included.) (MN)

ED 209 541 CE 030 652

Albrecht, James; French, Byron

Energy and Agriculture. A Basic Core Curriculum for Teaching Energy to Vocational Agriculture Students.

Kansas State Univ., Manhattan. Dept. of Adult and Occupational Education.
Spons Agency-Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
Pub Date- 80
Note-122p.; For a related document see CE 030 653.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Agricultural Education, Behavioral Objectives, Conservation Education, Core Curriculum, Efficiency, *Energy, *Energy Conservation, Equipment Utilization, Fuel Consumption, *Fuels, *Grains (Food), Harvesting, Instructional Materials, Learning Activities, Secondary Education, Storage, *Tractors, Vocational Education

This core curriculum contains five units of material for teaching energy to vocational agriculture students. Energy uses and the benefits of energy conservation are covered in a unit on the impact of energy on agriculture. Discussed next are tractor performance and Nebraska tractor test data for selecting and evaluating tractors for maximum fuel efficiency. Proper ballasting of a tractor as well as operational procedures such as proper matching of tillage equipment to the tractor, gearing up and throttling down, and minimized idling are covered in a unit dealing with tractor operation for maximum fuel efficiency. Addressed next are the following topics: terms related to petrochemical energy use in agriculture, recognizing the amounts of energy these represent, various practices in the use of petrochemicals, and alternatives to their use in farming. Grain production, harvesting, handling, and storage practices that save energy are examined. Included in each unit are a terminal objective; specific objectives; suggested activities; instructional materials (objectives, information sheets, and transparency masters); a unit test; and test answers. (A related core curriculum for teaching metrics to vocational students is available separately see note.) (MN)

ED 209 542 CE 030 653

Albracht, James Simmons, A. D.

Metrics. A Basic Core Curriculum for Teaching Metrics to Vocational Students.

Kansas State Univ., Manhattan. Dept. of Adult and Occupational Education.

Spons Agency-Kansas State Dept. of Education, Topeka. Div. of Vocational Education.

Pub Date- 80

Note-74p.; For a related document see CE 030 652.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Behavioral Objectives, Core Curriculum, Definitions, *Distance, Glossaries, Instructional Materials, Learning Activities, *Mathematics Education, *Measurement, *Metric System, Secondary Education, Secondary School Mathematics, Temperature, *Vocational Education, *Weight (Mass)

Identifiers-Liquids, Solids, Velocity, Volume (Mathematics)

This core curriculum contains five units for use in teaching metrics to vocational students. Included in the first unit are a series of learning activities to familiarize students with the terminology of metrics, including the prefixes and their values. Measures of distance and speed are covered. Discussed next are measures of volume used with solids and liquids. Terminology of metric weight and mass measurement as well as conversion to the metric system from the American standard system are addressed in a series of activities. The final unit consists of exercises to enable students to relate temperature scales to one another. Included in each unit are a terminal objective, specific objectives, suggested activities, a listing of instructional materials provided, references, information sheets, student handouts, unit tests, and test answers. (A related basic core curriculum for teaching energy to vocational agriculture students is available separately see note.) (MN)

ED 209 543 CE 030 658

A Guide for New Sponsors of Small Vocational Education Programs.
Kansas Univ., Lawrence. Center for Public Affairs.

Spons Agency-Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
Pub Date- 81
Note-110p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Advisory Committees, *Budgeting, *Community Organizations, Educational Cooperation, Educational Finance, Educational Legislation, Federal Legislation, Guidelines, Occupational Clusters, Organizational Communication, Postsecondary Education, *Program Administration, *Program Development, School Administration, *School Districts, Secondary Education, Small Schools, Success, *Vocational Education
Identifiers-Kansas, *Sponsors

Intended to help community organizations interested in sponsoring and developing a vocational program, this reference guide identifies and discusses some major administrative, financial, and program concerns that constitute the embedding context of successful vocational education programs. Focus of the guide is on core elements that must be in place before a program is certified by the Vocational Education Section of the Kansas State Department of Education. Discussed in the main body of the guide are the host organization's mission and purpose, the advisory council, interorganzational arrangements, student management policies, and the budget process. Appended are extracts from principal public laws and regulations applying to vocational education programs; a list of Kansas junior colleges, area vocational technical schools, and proprietary schools; and an alphabetical listing of occupations with identified clusters. (MN)

ED 209 544 CE 030 666

Mills, Kenneth H.

ISDP Individual Staff Development Portfolio for Instructional (Credit & Non-Credit) First-Line Supervisors in Selected Post-Secondary Technical Institutes in Wisconsin.

Gateway Technical Inst., Kenosha, Wis.
Spons Agency-Southwest Wisconsin Vocational-Technical Inst., Fennimore.; Western Wisconsin Technical Inst., La Crosse.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date- 81
Note-101p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Administrator Evaluation, Definitions, Educational Administration, *Evaluation Methods, Management by Objectives, Personnel Evaluation, Personnel Management, Professional Development, *Profiles, Program Development, *Staff Development, *Supervisors, Supervisory Training, Teacher Supervision, *Technical Institutes, Two Year Colleges
Identifiers-Behavioral Expectations Scale, Wisconsin

This document is a kit for conducting a program of performance appraisal for first line supervisors (such as department chairpersons) in instructional departments in two-year colleges. It was developed for use in selected postsecondary technical institutes in Wisconsin, but could be used in nontechnical settings. The first three sections of the loose-leaf manual trace the development of the individual Staff Development Portfolio and provide background information through related literature about the need for appraisal and staff development. The fourth section of the manual is the Individual Staff Development Portfolio. It contains information on how to conduct the performance appraisal meeting, how to use the Individual Staff Development Portfolio, worksheets to conduct the performace appraisal, rating sheets describing various ratings that could be applied to an individual, and notes for inservice information for the evaluator of the first-line supervisor. The performance appraisal is based on management by objectives and behavior expectancy scales (BES). In the fifth section of the kit, terms are defined. Following next are appendixes containing examples of the use of management by objectives and behavior expectancy scales and a short summary of the development of the portfolio. (KC)

ED 209 545 CE 030 677

DeLong, Thomas J.

Career Anchors: A New Concept in Career Development for the Professional Educator.

Pub Date-81
Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Qualifications, *Career Choice, *Career Development, Competence, Creativity, Decision Making, Models, *Motivation, Occupational Aspiration, Security (Psychology), *Self Concept, Self Evaluation (Individuals), Talent, Teacher Burnout, *Teachers, Values, *Work Experience
Identifiers-Autonomy (Personal), *Career Anchors Model

Created by Dr. Edgar Schein of the Massachusetts Institute of Technology (MIT), the career anchor model suggests that certain motivational/talent/value drives, formed through work experience, function to guide and constrain entire careers; and that such anchors are the source of stability that permits growth and change in other areas. The concept of a career anchor, which focuses not only on what the person wants or thinks is important, but also on what the individual feels he or she is good at, emerged directly from a longitudinal study of a representative group of 44 MIT Management School male graduates who completed their graduate work in the early 1960s. Emerging from interviews with these graduates were the following five career anchors: security, technical/functional competence, managerial competence, creativity, and autonomy. The typology of career anchors plays a significant role as organizations begin to focus on human resource planning and development. Organizational and individual needs cannot be matched without more knowledge about individual life cycles and the interaction of self, family, and career development; the nature of organizational career dynamics; and the interaction of individual and organization. Since the career anchor model may provide a structure for understanding the human component in educational systems, it may help teachers plan their careers better and thus help to alleviate teacher burnout. (MN)

ED 209 546 CE 030 678

Brandenburg, Dale C.

Quality Assurance of Human Resources Development Programs: A Socio-Technical Continuum Approach.

Pub Date-Apr 81
Note-25p.; Paper presented at the Annual Meeting of the Adult Education Research Association (Los Angeles, CA, April 1981). Best copy available.
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Accountability, *Business, Data Collection, *Industrial Training, *Industry, *Labor Force Development, Needs Assessment, Program Design, Program Development, Program Effectiveness, *Program Evaluation, Program Improvement, *Quality Control, Statistical Surveys, Training

A useful, values-oriented human resource development (HRD) program evaluation approach is one that is empirical with its orientation derived from a social/technical perspective. The optimum mix between the technical skills of evaluation and the required social skills of evaluation delivery is crucial for the quality assurance process. The core to this approach is grounded in the interrelationship of three continua: (1) the general context of training, education, and development; (2) time dimensions; and (3) action components such as source, types, and collection methods for data. The most critical dimension of the socio-technical continuum approach is time. A general framework can be provided to indicate the initial considerations and the immediate, intermediate, and long-term positions. The direction for evaluation design and understanding of evaluation results should be considered under the initial considerations area by means of evaluation issues, participant and management expectations, and the projected results on future decision-making. The day-to-day development and management of quality assurance tasks focus on the levels of information, sources of data, and methods of collecting data. Evaluating the evaluation can be achieved through the following technical and social components: reliability, validity, utility, credibility, and feasibility. This type of analysis links evaluation to planning and thus to recycling and feedback while also blending judgment with objective evidence. (A 16-item reference section is included.) (BPB)

ED 209 547 CE 030 679

Williams, Sue And Others
Energy Education for Limited Income Families: The Choctaw Project.
Oklahoma State Univ., Stillwater. Cooperative Extension Service.
Spons Agency-Oklahoma State Dept. of Energy, Columbus.
Pub Date-81
Grant-291-46-G-69119-45-5
Note-81p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Education, Adults, Community Education, *Conservation Education, Disadvantaged, Economically Disadvantaged, Educationally Disadvantaged, *Energy Conservation, *Extension Education, *Fuel Consumption, Heating, *Low Income, Low Income Counties, Low Income Groups, Outcomes of Education, Postsecondary Education, *Program Effectiveness, Rural Areas
Identifiers-*Energy Education, Oklahoma (Choctaw County)

The Oklahoma State University Cooperative Extension and the Oklahoma Department of Energy conducted a special project to deliver energy education to limited income families in rural Choctaw County. The project, conducted between September 1 and November 30, 1980, was designed to deliver energy conservation practices, increase comfort, decrease energy loss, and control utility costs for the families. Eight paraprofessionals were trained to teach energy efficient housing structure modifications and changes in living habits or behavior that would reduce household energy use to 788 families (1,943 people). Data collected confirmed the limited income status of the families: 86 percent had incomes below $12,000; 44 percent were headed by persons aged 62 and over; and 46 percent had eight years or less of education. A pre- and post-project survey of household knowledge of energy conservation and of structural and behavioral practices showed that the project had the following results: (1) the people involved increased their knowledge and skills; (2) the participants know enough to reapply their knowledge and skills in future years; (3) scarce resources (money and energy) were extended or conserved for both households and society; and (4) using paraprofessionals to teach the families is a successful model; families were motivated to change behavior: treatments affected change in knowledge and structural and behavioral conditions. It was recommended that the results of the project be considered when planning

energy education programs to reach limited income clientele. (KC)

ED 209 548 CE 030 698

Peace Corps. 2nd Annual Report to Congress for the Fiscal Year Ended June 30, 1963.
Peace Corps, Washington, D.C.
Pub Date-63
Note-76p.; Photographs will not reproduce well. For related documents see CE 030 699-708, ED 028 368, and ED 132 308.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Agriculture, Annual Reports, *Community Development, Cooperative Programs, Coordination, *Developing Nations, *Economic Development, Education, Federal Programs, Innovation, *International Programs, *Program Descriptions, Program Improvement, Public Health, Socioeconomic Influences, Technical Assistance, *Voluntary Agencies, Volunteers, Volunteer Training
Identifiers-*Peace Corps

Projects, operations, and future plans are covered in this annual report for the second year of the Peace Corps. The first section looks at the Peace Corps in action in Africa, Latin America, the Far East, the Near East, and South Asia. Brief descriptions are provided in the second section of programs in eight host countires: El Salvador, Ghana, Philippines, Togo, Nepal, Tanganyika, North Borneo/Sarawak, and Colombia. A section on operations considers recruitment, selection, and training of volunteers; operations overseas; and staffing for overseas service. Section 4 discusses new developments that represent improvements upon past procedures and practices, including educational television, lawyers for Africa, training counterparts in the United States, Gabon construction project, orientation for staff wives, volunteer conferences, other nations' Peace Corps, and returning volunteers. Other sections focus on the budget, unsolicited opinions from the press, and research, evaluation, and the medical programs. (YLB)

ED 209 549 CE 030 699

Peace Corps. 3rd Annual Report.

Peace Corps, Washington, D.C.
Pub Date-30 Jun 64
Note-93p.; Photographs will not reproduce well. For related documents see CE 030 698-708, ED 028 368, and ED 132 308.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Agriculture, Annual Reports, *Community Development, Cooperative Programs, Coordination, *Developing Nations, *Economic Development, Education, Federal Programs, Innovation, *International Programs, *Program Descriptions, Program Improvement, Public Health, Socioeconomic Influences, Technical Assistance, *Voluntary Agencies, Volunteers, Volunteer Training
Identifiers-*Peace Corps

Projects, operations, and future plans are covered in this annual report for the third year of the Peace Corps. An introduction comments on returning volunteers and presents regional maps with tables for Latin America, Africa, Near East and South Asia, and Far East. Section 1 contains letters and reports from volunteers in Peru, Ivory Coast, Nepal, Pakistan, Bolivia, and Thailand, as well as excerpts from letters written by people in nine host countries. In the next section crisis situations are described that the Peace Corps encountered in the Dominican Republic, Bolivia, Cyprus, Panama, and Tanganyika. Section 4 describes novel approaches to recruiting, training, administration, and overseas programming. The next two sections discuss other nations' Peace Corps and the budget. Returning volunteers as a resource are the focus of the final section. (YLB)

ED 209 550 CE 030 700

Peace Corps. 4th Annual Report.
Peace Corps, Washington, D.C.
Pub Date-30 Jun 65
Note-84p.; Photographs will not reproduce well. For related documents see CE 030 698-708, ED 028 368, and ED 132 308.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Agriculture, Annual Reports, *Community Development, Cooperative Programs, Coordination, *Developing Nations, *Economic Development, Education, Federal Programs, Innovation, *International Programs, *Program Descriptions, Program Improvement, Public Health, Socioeconomic Influences, Technical Assistance, *Voluntary Agencies, Volunteers, Volunteer Training
Identifiers-*Peace Corps

Projects, operations, and future plans are covered in this annual report for the fourth year of the Peace Corps. An introduction overviews successes and failures and the Conference of Returned Volunteers. Section 2 presents regional maps with tables for Latin America, Near East and South Asia, Far East, and Africa. A description of the Peace Corps program in Afghanistan is then presented to provide a capsule of Peace Corps history to date. Section 4 describes new approaches or improvements in training, recruiting, and programming. Budget information is provided in section 5. Section 6 discusses the Peace Corps in Sabah. Section 7 summarizes in tables statistics and activities of returned volunteers, describes the Conference on the Returned Peace Corps Volunteer, and reprints communications from former Volunteers. The report concludes with an overview of the Peace Corps program in the Dominican Republic. (YLB)

Peace Corps. Tenth Annual Report.
Peace Corps, Washington, D.C.
Pub Date-71
Note-41p.; Photographs will not reproduce well. For related documents see CE 030 698-708, ED 028 368, and ED 132 308.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Agriculture, Annual Reports, *Community Development, Cooperative Programs, Coordination, *Developing Nations, *Economic Development, Education, Federal Programs, Innovation, *International Programs, *Program Descriptions, Program Improvement, Public Health, Socioeconomic Influences, Technical Assistance, *Voluntary Agencies, Volunteers, Volunteer Training
Identifiers-*Peace Corps

Projects, operations, and future plans are covered in this annual report for the tenth year of the Peace Corps. An overview focuses on Peace Corps success in providing technical assistance to aid development plans for the seventies and in responding to local needs as well as on its failures. The next section considers the Peace Corps response to the New Directions policies, including providing volunteers who are specialists with demand skills; recruiting families; improving recruitment procedures such as use of intern programs; altering training to prepare volunteers more specifically for their assignments; and changing in-country administration to provide for greater partnership and cooperation. The Peace Corps involvement with the United Nations Corps of Volunteers and other international volunteer undertakings is also described. Other topics briefly commented on are activities of returned volunteers, budget, and outlook for the next year. (YLB)

ED 209 552 CE 030 702

ACTION. Annual Report 1972.

ACTION, Washington, D.C.
Pub Date-72
Note-111p.; Photographs will not reproduce well. For related documents see CE 030 698-708, ED 028 368, and ED 132 308.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Agriculture, Annual Reports, Community Development, *Developing Nations, *Economic Development, Education, *Federal Programs, *International Programs, National Programs, *Program Descriptions, Public Health, Socioeconomic Influences, Technical Assistance, *Voluntary Agencies, Volunteers
Identifiers-*ACTION (Agency), Peace Corps

In this report are described projects and activities undertaken by ACTION's seven volunteer programs in 1972. After an introduction that overviews the year in general, a discussion of International Organizations gives an account of Peace Corps activities in Africa, Latin America, and North Africa, Near East, Asia, and the Pacific. The next section describes programs under the responsibility of the Office of Domestic and Anti-Poverty Operations: Vista, Older Americans Volunteer Programs, SCORE, and ACE. Regional program reports are provided for the 10 regions of the Domestic Operations programs. Responsibilities and/or accomplishments of these other offices are also reported: Administration and Finance, Citizen Placement, Congressional Affairs, General Counsel, Minority Affairs, Program and Policy Development, Public Affairs, Staff Placement and Training, and Voluntary Act Liaison. State summaries of active volunteers are provided for VISTA, University Year for ACTION, Retired Senior Volunteer Program, Foster Grandparents, and Service Corps of Retired Executives/Active Corps of Executives. (YLB)

ED 209 553 CE 030 703

ACTION. Annual Report 1973.

ACTION, Washington, D.C.

Pub Date-73

Note-59p.; Photographs will not reproduce well. For related documents see CE 030 698-708, ED 028 368, and ED 132 308.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Agriculture, Annual Reports, Community Development, *Developing Nations, *Economic Development, Education, *Federal Programs, *International Programs, National Programs, *Program Descriptions, Public Health, Socioeconomic Influences, Technical Assistance, *Voluntary Agencies, Volunteers

Identifiers-ACTION (Agency), Peace Corps

In this report are described projects and activities undertaken by ACTION's volunteer programs in 1973. After an introduction that notes accomplishments of the past year, a review of International Operations gives an account of Peace Corps activities in Africa, North Africa, Near East, Asia, the Pacific, and Latin America. The next section reviews domestic operations and describes such programs as VISTA, University Year for ACTION, National Student Volunteer Program, Retired Senior Volunteer Program, Service Corps of Retired Executives, and the Active Corps of Executives according to 10 regions of the country. New modes of volunteer service to solve various social problems that were developed

by the Office of Policy and Program Development are then described. A financial statement is also provided. (YLB)

ED 209 554　　　　　　　　　　CE 030 704

ACTION. Annual Report 1974.
ACTION, Washington, D.C.
Pub Date-74
Note-55p.; Photographs will not reproduce well. For related documents see CE 030 698-708, ED 028 368, and ED 132 308.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Agriculture, Annual Reports, Community Development, *Developing Nations, *Economic Development, Education, *Federal Programs, *International Programs, National Programs, *Program Descriptions, Public Health, Socioeconomic Influences, Technical Assistance, *Voluntary Agencies, Volunteers
Identifiers-*ACTION (Agency), Peace Corps

In this report are described projects and activities undertaken by ACTION's volunteer programs in 1974. After an introduction that notes accomplishments of the past year, a review of domestic operations discusses such programs as VISTA, University Year for ACTION, National Student Volunteer Program, Foster Grandparent Program, and others according to the 10 regions of the country. The next section on international operations focuses on Peace Corps activities in Africa, Latin America, and North Africa, Near East, Asia and the Pacific. Multilateral programs under the responsibility of the Office of Multilateral and Special Programs and the School Partnership Program are then briefly considered. A financial statement is provided. (YLB)

ED 209 555 CE 030 705

ACTION. 1977 Annual Report.

ACTION, Washington, D.C.
Pub Date-77
Note-78p.; Photographs will not reproduce well. For related documents see CE 030 698-708, ED 028 368, and ED 132 308.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Agriculture, Annual Reports, Community Development, *Developing Nations, *Economic Development, Education, *Federal Programs, *International Programs, National Programs, *Program Descriptions, Public Health, Socioeconomic Influences, Technical Assistance, *Voluntary Agencies, Volunteers
Identifiers-*ACTION (Agency), Peace Corps

In this report are described projects and activities undertaken by ACTION's volunteer programs in 1977. The first section concentrates on reviews conducted, including a major review of ACTION's domestic volunteer programs and the management systems supporting them and an assessment of its programs using the Zero-Base Budget approach called for by President Carter. Peace Corps activities are then reviewed for these regions: North Africa, Near East Asia, the Pacific; Latin America, and Africa. Charts summarize (1) basic human needs of the host countries and the number of volunteers serving them, (2) volunteers serving in all host countries from 1962-77, (3) education and age profile of volunteers and trainees, and (4) Peace Corps budget. A section on domestic volunteer programs describes activities of VISTA, University Year for ACTION, Youth Challenge Program, National Student Volunteer Program, and Older Americans Volunteer Programs. Activities of support offices are then overviewed. The report concludes with descriptions of some new ACTION projects, including these: Zero-Base Paperwork, Johnstown Flood Relief, Former Volunteer, Personal Representative Service System, Fixed Income Counseling, Women's Program, and Workplace Democracy. Appropriate tables supplement content. (YLB)

ED 209 556 CE 030 706

ACTION. Annual Report 1978.
ACTION, Washington, D.C.
Pub Date-78
Note-71p.; Photographs will not reproduce well. For related documents see CE 030 698-708, ED 028 368, and ED 132 308.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Agriculture, Annual Reports, Community Development, *Developing Nations, *Economic Development, Education, *Federal Programs, *International Programs, National Programs, *Program Descriptions, Public Health, Socioeconomic Influences, Technical Assistance, *Voluntary Agencies, Volunteers
Identifiers-*ACTION (Agency), Peace Corps

In this report are described projects and activities undertaken by ACTION's volunteer programs in 1978. The introduction notes a continued growth in programs and comments on new developments. Older American Volunteer Programs are discussed in the next section, specifically the Retired Senior Volunteer Program, Foster Grandparent Program, and Senior Companion Program. The next three topics considered are VISTA, the three service-learning programs for youth (National Student Volunteer Program, University Year for ACTION, Youth Challenge Program), and special initiatives introduced in 1978 in such areas as youth unemployment, aging, small farmer, crime, family violence, energy, and urban problems. The section on the Peace Corps summarizes by country, programs and activities in Africa, Latin America, and North Africa, Near East, Asia, and the Pacific. Activities and changes within support offices are then described. Appropriate tables, charts, and maps supplement content. (YLB)

ED 209 557 CE 030 707

ACTION. Annual Report 1979.

ACTION, Washington, D.C.

Pub Date-79
Note-160p.; Photographs will not reproduce well. For related documents see CE 030 698-708, ED 028 368, and ED 132 308.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Agriculture, Annual Reports, Community Development, *Developing Nations, *Economic Development, Education, *Federal Programs, *International Programs, National Programs, *Program Descriptions, Public Health, Socioeconomic Influences, Technical Assistance, *Voluntary Agencies, Volunteers
Identifiers-*ACTION (Agency), Peace Corps

In this report are described projects and activities undertaken by ACTION's volunteer programs in 1979. A foreword comments on ACTION's achievements and response to national priorities. Activities of Older American Volunteer Programs are discussed in the next section, specifically those of the Retired Senior Volunteer Program, Foster Grandparent Program, and Senior Companion Program. The next section focuses on project areas pursued by VISTA, including programs of the National Center for Service-Learning. Discussion regarding the Peace Corps looks at new directions in 1979, the Office of Programming and Training Coordination, the Information Collection Exchange, and Women in Development projects. Accounts are also given by country, of Peace Corps activities in the regions of Africa, Latin America, and North Africa, Near East, Asia, and the Pacific. A section on the Office of Voluntary Citizen Participation describes activities of its components, including Former Volunteer Services, Peace Corps Partnership, Domestic Development Service, and special projects. Activities and changes within support offices are then described. Appropriate tables, charts, and maps supplement content. (YLB)

ED 209 558 CE 030 708

ACTION. Annual Report 1980.
ACTION, Washington, D.C.
Pub Date-80
Note-99p.; Photographs will not reproduce well. For related documents see CE 030 698-707, ED 028 368, and ED 132 308.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Agriculture, Annual Reports, Community Development, *Developing Nations, *Economic Development, Education, *Federal Programs, *International Programs, National Programs, *Program Descriptions, Public Health, Socioeconomic Influences, Technical Assistance, *Voluntary Agencies, Volunteers
Identifiers-*ACTION (Agency), Peace Corps

In this report are described projects and activities undertaken by ACTION's volunteer programs in 1980. A section on VISTA highlights programs in major emphasis areas (energy, independent living, youth employment) and comments on budget, projects promoting self-reliance and cooperative efforts, and the national grants program. Discussion of the National Center for Service Learning focuses on the University Year for ACTION (UYA) program, research, and the UYA education study. Activities of Older American Volunteer Programs are discussed in the next section, specifically those of the Foster Grandparent Program, Retired Senior Volunteer Program, and Senior Companion Program. The eight ongoing programs and four special projects managed by the Office of Voluntary Citizen Participation are then described. Discussion of the Peace Corps concerns projects in 1980, major developments, and activities in the regions of Africa, Latin America and Caribbean, and North Africa, Near East, Asia, and the Pacific. Two countries are highlighted in each region. Peace Corps programming and training are discussed in terms of basic needs and specific volunteer training models. Other Peace Corps activities discussed are Women in Development, training, and Information Collection and Exchange. Activities and changes within support offices are then described. Appropriate tables supplement content. (YLB)

ED 209 559 CE 030 723

Worthington, Robert M.

Re-Thinking Education and Work in the United States for the 1980's.

Office of Vocational and Adult Education (ED), Washington, D.C.

Pub Date-Nov 81
Note-9p.; Paper presented at the U.N.E.S.C.O. International Conference on Education (Geneva, Switzerland, November 10-19, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Change, *Educational Change, Educational Needs, Educational Planning, *Education Work Relationship, Employment Patterns, *Futures (of Society), *Job Training, Labor Force Development, *Labor Needs, Long Range Planning, School Business Relationship, Technological Advancement, *Vocational Education

Vocational education in America has attempted to be the bridge between education and work. The Comprehensive Employment and Training Act (CETA), an example of such a bridge, provides for remedial education in basic skills for training disadvantaged youths and young adults who had not been successful in the educational system. The context of skilled workforce preparation is changing. National changes such as the philosophy of the Reagan administration and its goals, the acceleration of technological change and demographic change, will affect the interface between education and work. The developments may affect the interaction of education and work in the following ways: (1) expansion of career development programs; (2) re-emphasis on the study of mathematics and science; (3) more emphasis on postsecondary technical education with equipment sharing with industry; (4) increased demand for industry training utilizing a teacher-worker exchange; (5) increase in cooperative education; (6) training trust funds negotiated by labor unions; (7) increase of vocational education in rural areas; and (8) expansion of special needs programs. Combined with labor union willingness to build retraining into industry-wide contracts, this represents the opportunity to redefine education and work, or rather to rationalize all of the disconnected pieces into a reasonably smooth continuum. (BPB)

ED 209 560 CE 030 724

Displaced Homemakers Research Project. Final Report.

Employment Training and Educational Services, Inc., Bluffton, Ind.; Fort Wayne Women's Bureau, Inc., Ind.
Spons Agency-Indiana State Office of Occupational Development, Indianapolis.
Pub Date-Sep 81
Note-266p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Adult Education, *Agency Cooperation, Coordination, *Delivery Systems, *Displaced Homemakers, Educational Research, *Individual Characteristics, Interviews, Job Training, *Needs Assessment, *Program Effectiveness, Program Evaluation, Surveys, Vocational Education, Workshops
Identifiers-*Indiana, Linkage

An Indiana study was conducted to research adequacy of employment and training programs to displaced homemakers, assess characteristics of displaced homemakers, assess effectiveness of past and current programs, and make recommendations. Information on characteristics of displaced homemakers was gained from 280 respondents at six workshops, 146 respondents to demographic data sheets, and personal interviews completed by 49 displaced homemakers. Twenty-four interviews with community agencies and 15 linkage interviews provided data on programmatic needs, services presently provided, duplications and gaps in services, linkages, and barriers to linkages. Findings indicated that existing training and employment services were adequate but potential participants were not served due to lack of programs in many areas of the state or non-eligibility. The typical displaced homemaker was over 35 and white, had no more than a twelfth grade education, earned less than $5000, and was unskilled or semi-skilled and currently unemployed. In 1980-81 there were seven programs in Indiana. Recommendations included an improved image for vocational education, defini[illegible] for and means to identify the displaced homemaker, visible coordina[illegible] mechanisms for services, and continuance of programs and the [illegible]e of Comprehensive Employment and Training Act in the programs. (Appendixes include instruments, workshop materials, dissemination report, and bibliography.) (YLB)

ED 209 561 CE 030 733

Edwards, Richard L., Ed. Morton, Thomas D., Ed.

Training in the Human Services, Vol. II. Papers Presented at the Fall Conference on Training in the Human Services (2nd, Atlanta, Georgia, October 16-18, 1978).

Tennessee Univ., Knoxville. School of Social Work.
Report No.-ISBN-0-89695-003-4
Pub Date-80
Note-279p.
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Continuing Education, *Human Services, Inservice Education, *Needs Assessment, *Professional Training, Program Descriptions, *Program Design, *Program Evaluation, *Training

Needs assessment, program design, and evaluation are presented in a series of 12 papers for trainers, educators, and practitioners interested in training for human service practice. Needs assessment is discussed in terms of direct interpersonal approaches; indirect interpersonal approaches; and social indicator approaches. Weaknesses of needs assessment are identified and discussed in terms of lack of clear-cut definitions, interpreting and weighting data collected, lack of well defined training competency hierarchies, and the difficulty of extracting useful information on the existing knowledge and sophistication within the target population. Included in this section are two papers describing needs assesments undertaken in a mental health center and with service providers in gerontology. Program design is reviewed with specific attention paid to size, purpose, economy, and the sociopolitical environment. Seven papers follow that report on large scale training programs, a program that utilizes telecommunication satellites, a state-wide inservice program for social workers, a rural rape crisis program, a community college-based program, and a description on how to use information science in design. A background to the evaluation of training programs in human services is provided. Included in this section are three papers that address issues related to evaluation of training effectiveness. (BPB)

CG

ED 209 562 CG 015 513

Bachman, Jerald G. And Others

Developing Composite Measures of Drug Use: Comparisons Among Lifetime, Annual and Monthly Reports for Thirteen Classes of Drugs. Monitoring the Future.

Michigan Univ., Ann Arbor. Inst. for Social Research.
Report No.-ISR-OP-5
Pub Date-79
Note-72p.; For related document, see CG 015 514.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Behavior Patterns, *Drinking, Drug Abuse, *Drug Use, High School Seniors, *Illegal Drug Use, *Marihuana, National Surveys, *Research Methodology, Secondary Education, Self Evaluation (Individuals), *Smoking

To assess the changing lifestyles, values, and preferences of American youth, measures of drug use, interrelationships among such measures, and their relationships to other variables were investigated in a nationwide survey of 1978 high school seniors. Students reported their use of cigarettes, alcohol, marijuana and 10 other categories of drugs during their lifetime, the past year, and the past 30 days. The data revealed that reported use during the past 30 days was systematically higher than predictions based on reported use during the past year, suggesting that self-reports for use during the past year substantially underestimated the frequency of use. Composite measures of drug use were subsequently developed to combine information about lifetime, annual, and 30-day use. The results indicate that the composite measures are well-suited for correlational analyses with a variety of other dimensions and can generally be used in place of the set of three separate measures (lifetime, annual, monthly) for each drug. (Author/KMF)

ED 209 563 CG 015 514

Bachman, Jerald G. O'Malley, Patrick M.

When Four Months Equal a Year: An Exploration of Inconsistencies in Students' Monthly Versus Yearly Reports of Drug Use. Monitoring the Future.

Michigan Univ., Ann Arbor. Inst. for Social Research.
Report No.-ISR-OP-9

Pub Date-80
Note-19p.; For related document, see CG 015 513.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Patterns, Drinking, Drug Abuse, *Drug Use, High School Seniors, *Illegal Drug Use, Marihuana, National Surveys, Research Methodology, *Research Problems, Secondary Education, *Self Evaluation (Individuals), Smoking

Due to certain inconsistencies between students' reports of monthly versus yearly drug use, further analyses of self-reported drug use by high school senior classes of 1976-1979 were conducted. Previous reports of drug use frequency during the past month were roughly three times larger than estimates based on usage reports during the past year, a consistent phenomenon for alcohol, marijuana and 10 other categories of illicit drugs. The results suggest four possible explanations of this phenomenon, including forgetting, telescoping,'' developmental trends, or senioritis.'' Self-reports of drug use may be, in many cases, systematically underreported; however, analyses of trends are likely to be valid because any biases are likely to be fairly constant from year to year. (Author/KMF)

ED 209 564 CG 015 516

James, Richard Warbington, Kathleen

Behavioral Prescripting by the Numbers: A Manual for Educators Who Work with Problem Students.

Memphis State Univ., Tenn.; Mid-South Teacher Corps, Memphis, Tenn.

Pub Date-25 Jun 80

Note-51p.

Pub Type- Guides - Classroom - Learner (051) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Behavior Modification, Behavior Problems, Data Collection, Elementary Secondary Education, Evaluation Criteria, *Individualized Programs, *Inservice Teacher Education, *Performance Contracts, Reinforcement, *Remedial Programs, Student Adjustment, *Student Problems

This manual describes a systematic approach, behavioral prescripting, for dealing with student problem behaviors. Aspects of the behavioral prescripting process are described, including: (1) enlisting the support of parents and teachers; (2) deciding on the problem behaviors; (3) collecting baseline data; (4) building a reinforcement schedule; (5) contracting agreements between problem students, teachers, parents, and classmates; and (6) assessing behavior change. This manual also describes teacher training needs in terms of behavioral prescripting, with suggestions for training approaches and resources. Additionally, basic listening skills training and behavior management skills training for teachers are stressed. (RC)

ED 209 565 CG 015 517

Dobson, Judith E. Dobson, Russell L.

School - Community Involvement: A Human Interaction Approach.

Pub Date-14 Apr 81
Note-19p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (St. Louis, MO, April 12-15, 1981).
Pub Type- Reports - General (140) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Childhood Needs, Community Involvement, Community Programs, *Cooperation, Helping Relationship, Models, Need Gratification, Parent Participation, *Parent School Relationship, *Program Implementation, *School Community Programs, *School Community Relationship, Social Problems, Social Responsibility

The School Community Involvement System (SCIS) is presented as a model community program that encourages educators, parents and community members to work together to meet the needs of children and society. This model is intended as a comprehensive systematic program for community involvement and communication in the school experience, as well as a guide for principals and faculties in developing or upgrading community involvement programs. The rationale for parent and community involvement in the schools is discussed, various levels of involvement are described, and parental rights to information and influence are explained. The goal of SCIS is described as the development of a true community school with three major components: (1) a community advisory council; (2) an involvement program (school-based); and (3) an involvement support system (community-based). Personnel needed and services provided by each component are detailed along with four alternative procedures for implementation of a SCIS program. (NRB)

ED 209 566 CG 015 519

Barberis, Mary
America's Elderly: Policy Implications. Special Policy Edition.
Population Reference Bureau, Inc., Washington, D.C.
Pub Date-Jan 81
Note-17p.; For related document, see CG 015 153.
Available from-Circulation Department, Population Reference Bureau, Inc., 1337 Connecticut Avenue N.W., Washington, DC 20036 ($2.00, single copy; $1.75 each, 2-49 copies; $1.50 each, 50 copies or more).
Journal Cit-Population Bulletin; v35 n4 (Policy Suppl) Jan 1981
Pub Type- Information Analyses (070) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Day Care, Aging (Individuals), Family Role, *Government Role, Housing Needs, Individual Needs, Need Gratification, *Older Adults, *Population Trends, *Poverty, *Retirement, *Social Services, State of the Art Reviews, Visiting Homemakers

The elderly make up 11% of the total population of the United States, and senior citizens, particularly those aged 75 and over, are the fastest growing group in the country. Although one-fourth of the federal budget is allotted to their support, many older persons have difficulty in gaining access to the programs designed for their benefit. The elderly comprise a disproportionate share of all poor households as financial problems of the retirement system continue to grow. Currently plans to coordinate government programs and improve the method of financing the retirement system are receiving increased attention. Financing Social Security from general revenue funds or with actuarial reserves are two possible alternatives to the present pay-as-you-go system. Health care is also of concern to policymakers, as long-term needs of the chronically ill elderly must be considered. New program initiatives should emphasize homemaker services, geriatric day care, and compensations for families that support elderly relatives. The strengthening of informal relationships among the elderly, their families, friends, community groups, private organizations, and government at state, local, and federal levels is also necessary. (Author/NRB)

ED 209 567 CG 015 520

Caine, Robert L.
Anomie, Women in the Labor Force and Suicide.
Pub Date-25 Apr 81
Note-15p.; Paper presented at the Annual Meeting of the American Association of Suicidology (14th, Albuquerque, NM, April 24-26, 1981). Best copy available.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Divorce, *Employed Women, *Females, Labor Force, *Marital Status, Predictor Variables, Role Perception, Sex Differences, Sex Role, *Social Change, *Social Influences, *Suicide
Identifiers-*Anomie Theory

Previous studies by Newman, Whittemore, and Newman (NWN) reported that between the years 1959 and 1963 and the years 1962 and 1967, percentages of women in the labor force increased as well as suicide rates. The role of women in the labor force was indicative of anomie, which correlated with suicide. The relationship between working women and suicide has changed along with societal changes. A replication of these studies was attempted using data from 597 suicide cases occurring in the years 1967-1973. Specifically, the dependent variables from the NWN studies and two new variables, percent married and percent divorced, were examined. Results showed that race, housing, and income were significant predictors. Age, the weakest predictor in the NWN studies, was now a significant predictor of suicide rate. The variable, women in the labor force,'' was not a significant predictor in the replication study. An analysis of the variables, percent married,'' and percent divorced,'' using sex-specific suicide rates concluded that male suicide rates correlated positively with the divorce rate, while female suicide rates correlated positively with the marriage rate. The existing social and political situations of the three time periods may help to explain the findings. (NRB)

ED 209 568 CG 015 521

Hansell, Stephen And Others

Cooperation, Competition, and the Structure of Student Cliques.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Report No.-CSOS-R-309

Pub Date-Apr 81

Grant-NIE-G-80-0113

Note-33p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Classroom Environment, *Competition, *Cooperation, Elementary Education, Elementary School Students, *Friendship, Goal Orientation, Group Dynamics, Interpersonal Relationship, *Peer Relationship, Role Perception, *Student Behavior

Identifiers-*Cliques

Research indicates substantial evidence that, compared with competition, cooperation increases mutual friendliness and contact between individuals. The effects of cooperative and competitive experiences on the structure of student cliques in the classroom were examined. Seven classrooms of fourth-, fifth-, and sixth-grade students (N 117) were randomly assigned to cooperative group learning, competitive group learning, or control learning treatments for a six-week program. Following the program, student relationships were measured using two sociometric questions. Students also completed the State-Trait Anxiety Inventory for Children and the Social Behavior Scale. Results showed that cooperative groups decreased the average clique size, while competitive experiences enlarged pre-existing cliques. Both treatments increased mean student prestige, increased the tendencies of students to occupy broker network roles, and reduced isolate network roles. The results suggest that the increased opportunities for student interaction in the classroom provided by both group treatments increase relationships among individuals, but that cooperative and competitive goal structures have opposite effects on peer clique structures. (Author/NRB)

ED 209 569 CG 015 522

Goodson, William Dale

Do Interest Inventories Aid Students Toward Their College Major and Occupational Choices?

Pub Date-Apr 81
Note-10p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (St. Louis, MO, April 12-15, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Choice, *Career Development, College Students, Decision Making, Evaluation, Higher Education, Influences, *Interest Inventories, Interest Research, *Majors (Students), *Measurement Objectives, *Test Theory

Interest inventories have been used extensively in high schools and universities to help students make career choices. To determine whether interest inventories aid students with their career development toward their college major and occupational choice, students were assigned to one of six interest inventory groups: Strong-Campbell (N 44); Kuder DD (N 44); Jackson JVIS (N 45); College Major Card Sort (N 54); Control I (N 42); and Control II (N 41). The students completed the Career Development Survey to assess their levels of development toward their college major and occupational choices. One control group received a pre-test and a post-test to check the reliability of the instrument and to assess the effect of a pre-test on the post-test. Significant differences occurred between the freshmen, sophomores, juniors, and seniors; however, no significant differences existed between the sexes. The interest inventory groups had slightly higher means; however, no significant differences existed between the six groups. The findings suggest that interest inventories may not aid students toward their career choices as much as is assumed. (Author/NRB)

ED 209 570 CG 015 523

Payne, Glen C. And Others

Cross-Cultural Study of Adaptive Behavior in the Classroom.

Texas Univ., Austin. Research and Development Center for Teacher Education.
Pub Date-Apr 80
Note-13p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (26th, Oklahoma City, OK, April 10-12, 1980).
Pub Type-- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Adjustment (to Environment), Age Differences, Attitudes, *Coping, *Cross Cultural Studies, Elementary Secondary Education, Motivation, *Peer Evaluation, Sex Differences, *Student Adjustment, *Student Behavior, Students

The study of coping may lead to a better understanding of how children develop adaptive or maladaptive behaviors. Cross-cultural studies were conducted in 1965 and in 1968 with 10- and 14-year-old children from Brazil, England, Italy, Japan, Mexico, West Germany, Yugoslavia, and the United States. Attributes of attitudes, motivation, and coping behaviors were measured using the Behavior Rating Scale (BRS), a peer-rated index of coping behavior. A combination of coping and motivation measures showed greater power to explain school achievement than any previous noncognitive measures; the BRS was one of the best predictors of school achievement. Results from the two United States samples found that all BRS items, except for anxiety and aggression correlated highly with the children's grade point average. The findings indicate that children's peers are good judges of their peers' coping abilities with school situations and classroom achievement, and that the BRS is a valid measure of the effectiveness of children's classroom coping behaviors. (NRB)

ED 209 571 CG 015 524

Harrell, Adele V. Cisin, Ira H.

Drug Abuse in Rural America. Treatment Research Report.

Response Analysis Corp., Princeton, N.J.

Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Div. of Resource Development.

Report No.-DHHS-ADM-81-1050

Pub Date-81

Contract-NIDA-271-78-3508

Note-39p.

Available from-Superintendent of Documents, U.S. Government Printing
Office, Washington, DC 20402.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Patterns, *Drug Abuse, *Illegal Drug Use, Marihuana, National Surveys, *Regional Characteristics, *Rural Population, *Rural Urban Differences, Sociocultural Patterns, Trend Analysis

A household survey of 3,253 rural persons, conducted as part of the 1979 National Survey on Drug Abuse, focused on comparisons between rural and non-rural drug usage patterns. The findings indicated that rates of illicit drug use in rural areas increased through the 1970's and that rural/non-rural differences in illicit drug use declined. Rural and non-rural users of illicit drugs resembled each other demographically; age, education, and gender were associated with illicit drug use in the same ways in both types of areas. Rural and non-rural residents began using illicit drugs at approximately the same age. More than half of the rural young adults (age 18-25) and more than one-fourth of the rural youth (age 12-17) had used marijuana at least once; of the two groups, half were current users, i.e., they had used marijuana within the month prior to the interview. Rural/non-rural differences were much more noticeable in the South and North Central regions; in contrast, rural and non-rural areas in the West and Northeast showed much smaller differences. The findings suggest that the emergence of drug abuse in rural areas may be related to variations in the rural environment. (Author/NRB)

ED 209 572 CG 015 525

Parental Kidnaping. Hearing Before the Subcommittee on Crime of the Committee on the Judiciary. House of Representatives, Ninety-Sixth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.
Report No.-House-Ser-73
Pub Date-24 Jun 80
Note-149p.; The appendix is of marginal reproducibility.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Child Advocacy, *Child Welfare, *Court Litigation, Court Role, *Divorce, *Family Problems, Government Role, Hearings, One Parent Family, Parent Child Relationship, *Parent Role
Identifiers-*Congress 96th, *Parent Kidnapping

This record of a Congressional subcommittee hearing on parental kidnapping begins with an introduction to the problems of approximately 25,000 children, who are abducted each year by a parent in violation of child custody and visitation court orders following divorce proceedings. Various legal technicalities are noted, including that parents are exempt from criminal prosecution under the federal kidnapping statute, i.e., when a parent kidnaps a child and takes him/her to another state, that state is not bound by the child custody decree issued in the first state. Several Congressional members introduce legislation to combat the problem of child snatching and describe experiences of their constituents who were victimized by child snatching. Testimony is provided by a panel of witnesses, comprised of members of Children's Rights Inc., a non-profit organization addressing the problems of child snatching as well as parents of kidnapped children. The motives of parental kidnappers are explored, dangers to the children are discussed, FBI involvement in cases is considered, and changes in legislation are suggested. Statements from representatives from the Department of Justice, the FBI, and the Department of Health and Human Services are also included in the appendix. (NRB)

ED 203 573 CG 015 526

Handbook of Federal Resources on Domestic Violence.
National Clearinghouse on Domestic Violence, Rockville, Md.
Pub Date-Dec 80
Note-269p.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Battered Women, *Child Abuse, *Family Problems, Federal Aid, *Federal Programs, Financial Support, Helping Relationship, Human Services, Resource Materials, *Social Services, *Violence
Identifiers-*Family Violence

This handbook contains descriptions of information about specific federal programs that provide services for victims of domestic violence, and of federal agencies that have the potential to develop related projects and programs. Based primarily on information obtained through the Interdepartmental Committee on Domestic Violence review and analysis of federal programs, this comprehensive directory lists 87 program activities and services, including direct service grants, research and demonstration efforts, training and technical assistance, and information and referral services. Each program is detailed in terms of: (1) a description; (2) uses and use restrictions; (3) types of assistance; (4) formula and matching grants; (5) eligibility requirements; (6) applications and award procedures; (7) appropriations; (8) program accomplishments; and (9) information contacts. The handbook is organized alphabetically by government agency; within each agency heading, programs are arranged numerically by Office of Management and Budget number, and programs without numbers appear alphabetically at the end of the listing. A detailed table of contents and subject index are provided for those seeking funds for domestic violence projects. (Author/NRB)

ED 209 574 CG 015 527

Young, Johnny

Career Guidance Strategies for Minority High School and College Students.

Pub Date-26 Jun 81

Note-28p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (St. Louis, MO, April 12-15, 1981).

Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Attitude Change, *Black Students, *Career Development, *Career Guidance, Higher Education, Low Income Groups, *Minority Groups, Need Gratification, Negative Attitudes, Program Descriptions, *Self Actualization, Social Influences, *Student Needs

A review of research suggesting that career development and growth toward self-actualization among minority students may be delayed by environmental conditions is followed by the presentation of a planned career guidance program for minority college students. The formulation of course goals based on responses of 467 minority college students to the Counseling Needs Assessment Survey is described. Course modules designed to deal with each of 11 identified needs are discussed. The career guidance course curriculum is presented, beginning with the administration of the ``Strength Barrage'' and the California Occupational Preference System, along with strategies for examining jobs and career interests through use of the Occupational Outlook Handbook and by on-site job visits with adult role models. A randomized summary of course perceptions and evaluations of 247 students is included, as well as recommendations for offering the course to all upperclassmen. (NRB)

ED 209 575 CG 015 528

Saltz, Constance Corley And Others
Gerontopia: An Aging Resource Book.
North Carolina Univ., Chapel Hill. School of Public Health.
Spons Agency-Health Resources Administration (DHHS/PHS), Hyattsville, Md.
Pub Date-Dec 80
Grant-HRA-PHS-5-D31-PE-24016
Note-132p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Aging (Individuals), *Delivery Systems, *Educational Gerontology, Experiential Learning, Health Programs, Policy Formation, *Program Development, Resource Materials, *Social Services, Training Methods

This resource book, which provides an overview of the people and resources of the fictious state of Gerontopia, is designed to serve as a simulation device for policy and program planning. By helping students examine the conditions and needs of older adults, the materials can be used to generate ideas, suggest alternatives to existing service strategies, and facilitate the process of experiential learning. The appendices include descriptions of projects designed to enhance the well-being of the elderly, a list of professional organizations, and state and national data sources. (JAC)

ED 209 576 CG 015 529

Hale, W. Daniel

Correlates of Depression in the Elderly: Sex Differences and Similarities.

Pub Date-Mar 81

Note-18p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (27th, Atlanta, GA, March 25-28, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Correlation, *Depression (Psychology), *Economic Status, Gerontology, Interpersonal Relationship, *Older Adults, *Physical Health, Quality of Life, *Sex Differences, Social Isolation, *Stress Variables

The most common psychological disorder found in the elderly is depression. To investigate the relationship between numerous age-related stresses and depression in older adults, 68 residents of a retirement center completed a questionnaire assessing depression and a wide range of possible losses or stresses. Depression was related to poorer financial status, fewer and less satisfying interpersonal relationships, and poorer physical health. For women, greater concerns about death were related to depression; poorer physical health and lack of involvement in activities were related to depression for men. The findings suggest that depressive experiences differ considerably for males and females. (Author/JAC)

ED 209 577 CG 015 530

Ward, Sally A. Brantley, John C.
The Role of Supervision in School Psychology Training: Views of Students and Faculty.
Pub Date-81
Note-24p.; Best copy available.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis, *Counselor Educators, *Counselor Training, Educational Objectives, Higher Education, *Practicum Supervision, *School Psychologists, *Student Attitudes, Student Teacher Relationship, *Supervisory Methods, *Teacher Role, Training Methods

In school psychology the supervision of practicum experiences is widely acknowledged as a critical component of training, yet little research has been devoted to systematically conceptualizing, practicing, or evaluating the process of supervision for psychologists-in-training. Students and faculty in school psychology made attributions to the importance of supervision across a three-year period of training. Students ranked their supervisor's administrative role of field site coordinators as most vital, followed by their educative role of technical assistance and guidance in professional development, and their personal and emotional support least important. Both faculty and students perceived the supervisory relationship as becoming less structured and more mutual across three years of study, with declining emphasis on technical assistance as students became more competent, confident, and independent. Additionally, faculty and students shared a perception of sharply declining need for technical assistance in assessment over time, but sustained emphasis in intervention and professional development. The congruence in perceptions suggests that a common framework defines the supervisory process in school psychology, which is not unlike that of other disciplines such as social work and clinical psychology. (Author/JAC)

ED 209 578 CG 015 531

Gornicki, Sylvia B.

Using Fairy Tales to Change Perceptions of Self and Others.

Pub Date-29 Jul 81

Note-11p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (St. Louis, MO, April 12-15, 1981).

Pub Type- Information Analyses (070) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitude Change, Behavior Development, *Bibliotherapy, Change Strategies, *Classroom Techniques, Educational Objectives, Elementary Secondary Education, Imagination, *Self Concept, *Social Cognition, State of the Art Reviews, *Student Development, Students

Identifiers-*Fairy Tales

Fairy tales can be used in the classroom to promote normal growth and development as well as carry a message of hope and faith in the strength and goodness of humans. Because fairy tales are imaginative literature, readers can safely experience and work through scary situations which are analogous to situations in real life. Bibliotherapy refers to the basic concept that literature has therapeutic properties and is a program of activity based on the interactive processes of media and those who experience it. The therapeutic properties of reading are useful in education to support life adjustment, psychological maturity and moral development. (JAC)

ED 209 579 CG 015 532

Frevert, Rita And Others

The Relationship of Sex Education to Sexual Behavior, Attitudes, and Knowledge.

Pub Date-Apr 81

Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitude Measures, Attribution Theory, Change Agents, *College Students, Ethical Instruction, Higher Education, *Sex Education, *Sexuality, *Student Attitudes, *Student Behavior, Student Educational Objectives

Research has not identified any consistent relationships between participation in high school sex education programs and the sexual attitudes and behaviors of college students. Results of preliminary research into the relationship of sex education and developing sexuality have shown few significant correlations. A sample of college students completed the Sexual Experience Questionnaire while another sample completed the Sexual Knowledge Test. Results showed that students rated themselves as having a fair knowledge of sexuality; however, their overall test performance ratings indicated that they may not have been as knowledgeable as they believed. The findings suggest that the current controversy about sex education may be misplaced, and that further research is needed before any conclusions can be drawn. (JAC)

ED 209 580 CG 015 533

Ellett, Frederick S., Jr.

On the Nature of Emotion: Research and Educational Implications.

Pub Date-28 May 81

Note-48p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Affective Behavior, Attitudes, Beliefs, Cognitive Processes, Educational Theories, *Emotional Development, *Emotional Response, *Moral Values, *Philosophy, *Psychological Patterns, State of the Art Reviews

Methods of philosophical psychology can be used to analyze the concept of emotion. Distinctions exist between dispositional and occurrent emotional states. Intensionality is neither a necessary nor a sufficient condition for an emotion; thus, emotions can be appraised as reasonable (or unreasonable) and the source of intensionality can be determined. Some emotions have a propositional belief component, while other emotions have a nonpropositional (or attributional) belief component. Important distinctions should be made between the object and cause of emotions, the identity and nature of emotions, and the evidence for an ascription of an emotion and its nature. A cognitive-attitudinal component seems essential and explains both the intentionality and intensionality of emotions. (JAC)

ED 209 581

CG 015 534

Heaps, Richard A.

Interviewing and Group Skills Training in a Laboratory Setting.

Pub Date-Apr 81
Note-11p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (St. Louis, MO, April 12-15, 1981).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students, Educational Objectives, Enrichment Activities, *Group Experience, *Helping Relationship, Higher Education, *Interpersonal Competence, Interviews, *Laboratory Training, Leadership Styles, Peer Counseling, Program Descriptions, *Skill Development, *Training Methods

The concepts and procedures used in two skill development laboratories for college students are introduced. The materials describe the interviewing skills lab that teaches a variety of interpersonal skills used in one-on-one helping relationships, and the group skills lab that provides practical training in the basic skills of leading, conducting, and participating in groups. The laboratory concept is presented as a strategy to develop training opportunities with other interpersonal skills appropriate to most working relationships. The two-hour lab format is delineated and evaluation procedures are discussed. An outline of skills taught in the group skills lab and a brief description of skills taught in the interviewing skills lab are also included. (JAC)

ED 209 582 CG 015 535

Oakland, Ronald G.

How Well Do We Support Parents After the Death of a Child?

Pub Date-81
Note-15p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences, *Children, Death, *Emotional Adjustment, Family Problems, *Grief, *Helping Relationship, *Human Services, *Parents, Religious Factors, Social Values
Identifiers-*Social Support

The support of friends and religious groups is a critical factor in the ability of parents to adjust to the death of a child. Two groups (N 19 each) of bereaved parents completed a questionnaire to assess their grief reactions. The results found that parents took an average of 11 months to return to an approximate level of personal happiness experienced before their child's death. Religious groups and helping professionals were major sources of support. Parents spent an average of five months to function smoothly again. Mourning practices and the help of medical professionals (doctors, nurses, and psychiatrists) were

important supportive components for older parents. The findings suggest that for parents to successfully complete the mourning process, friends, family and professionals need to play a more active role. (Author/JAC)

ED 209 583 CG 015 536

Somers, Adele, Ed. And Others

Focus on Youth. National Symposium on Youth Violence: Team Action Youth Involvement Programs to Decrease Violence (1st, Reno, Nevada, November 9-12, 1980).

Nevada Univ., Reno. Div. of Continuing Education.

Spons Agency-Department of Education, San Francisco, Calif. Region 9.; National Conference of Christians and Jews, Washington, D.C.; National Council of Juvenile and Family Court Judges, Reno, Nev.; National School Resource Network, Washington, D.C.; Nevada State Dept. of Human Resources, Carson City. Youth Services.

Pub Date-Nov 80

Note-193p.

Available from-Community Development, Continuing Education Division, University of Nevada, Reno, NV 89557 ($6.00 for one copy; 30 or more, $5.00).

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Adolescents, *Change Strategies, Community Programs, Delinquency, Program Descriptions, Public Policy, Social Problems, Social Services, *Student Participation, *Violence, *Youth Problems, *Youth Programs

The conference proceedings of the First National Symposium on Youth Violence are presented in terms of the program objectives, i.e., to identify successful youth involvement programs and to develop positive strategies for decreasing violence. This monograph provides the program schedule and texts and summaries of various speeches on the topics of open communication strategies, social integration strategies, and legislative and team action to decrease violence. The National Awards for Outstanding Youth Involvement Programs are described, along with a bibliography of other youth programs. (JAC)

ED 209 584 CG 015 537

Wilson, Carolyn F. Clarenbach, Kathryn F.

Violence Against Women: Causes and Prevention. A Literature Search and Annotated Bibliography. Second Edition. Domestic Violence Monograph Series, Number 3.

National Clearinghouse on Domestic Violence, Rockville, Md.; Wisconsin Univ., Madison, Univ. Extension. Women's Education Resources.

Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C. Office on Domestic Violence.
Pub Date-Jun 80
Note-42p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Annotated Bibliographies, *Battered Women, *Crime, Crime Prevention, Etiology, *Females, Feminism, Literature Reviews, Marital Instability, *Rape, Sex Role, *Social Problems, Spouses, *Violence
Identifiers-*Family Violence

A review of current literature about the causes and prevention of violence against women is presented. The materials focus on the common theme of recognizing the victimization of women at all levels of society and include the following topics: (1) the history of violence and subordination of women, (2) sex role socialization, (3) sexism and the law, (4) women's movement responses to the trauma of abuse, and (5) government responses. The annotated bibliography highlights literature dealing with medical aspects, psychological and psychiatric studies, and sociological perspectives. (JAC)

ED 209 585 CG 015 538

Vapnar, Gretchen S.

The Shelter Experience: A Guide to Shelter Organization and Management for Groups Working Against Domestic Violence. Domestic Violence Monograph Series Number 4.

Community Crisis Center, Inc., Elgin, Ill.; National Clearinghouse on Domestic Violence, Rockville, Md.

Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C. Office on Domestic Violence.

Pub Date-Aug 80

Grant-ACTION-137-0106/1

Note-128p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Battered Women, Child Abuse, Child Welfare, *Community Programs, *Crisis Intervention, *Delivery Systems, *Family Problems, Helping Relationship, Human Services, Marital Instability, *Residential Programs

Identifiers-*Family Violence

This manual describes the operation of a shelter facility for victims of domestic violence and is based on the program developed by the Community Crisis Center in Elgin, Illinois. The introduction discusses ways to organize concerned individuals; steps are then given for gathering information and resources, and acquiring real estate, equipment, supplies, and funding. Philosophy and business management are also presented. The shelter program is detailed in terms of policies, procedures, referral services, crisis intervention strategies, housekeeping, volunteers, children, and advocacy services. Suggestions are given for meeting the needs of staff members, clients, children, and adults as well as recommendations for future program improvements. (JAC)

ED 209 586 CG 015 539

Schreiber, Penny
Counseling for Stress Management. Searchlight Plus: Relevant Resources in High Interest Areas, 43ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Contract-400-78-0005
Note-145p.
Available from-ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($3.95).
Pub Type- Reference Materials - Bibliographies (131) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Annotated Bibliographies, *Coping, *Counseling Techniques, *Counselor Role, *Counselors, Family Problems, Literature Reviews, *Mental Health, School Counseling, *Stress Variables, Test Anxiety
Identifiers-*Stress Management

A review of the ERIC literature on stress is presented, revealing counselors' incorporation of stress management techniques into their work with clients as well as their own coping mechanisms for dealing with stress in their personal and professional lives. The materials provide an overview of stress, its effects on students, women, families, employees, and the stress and burnout that affects counselors and other helping professionals. An annotated bibliography of the ERIC documents and journal articles are cited as an appendix. (JAC)

ED 209 587 CG 015 540

Kreutzer, Jeffrey S. And Others
Alcohol Consumption and Responsibility Judgment for Rape.
Pub Date-Apr 81
Note-11p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (53rd, Detroit, MI, April 30-May 2, 1981). Tables are of marginal legibility.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Aggression, Alcoholic Beverages, *Antisocial Behavior, *Attribution Theory, Behavior Patterns, Crime, *Drinking, *Rape, *Responsibility, Sex Differences, *Victims of Crime, Violence

Identifiers-*Blame

One explanation for the positive relationship between alcohol consumption and violent crime considers alcohol consumption to be a socially accepted excuse for otherwise inappropriate behaviors. A policy capturing methodology was used to examine judgments of responsibility for rape. Male (N 30) and female (N 66) undergraduates received 40 profiles of alleged rapes with variations in 9 information categories. Subjects rated assailant and victim responsibility, degree of sanction appropriate for the assailant, and victim willingness to participate. No significant sex differences occurred between mean judgments of victim responsibility, assailant responsibility, or victim willingness. In terms of sanctions for the assailant, females assigned lengthier sentences than males. All subjects rated assailants as more responsible than victims; both the rapist and the victim were held more responsible if they had been drinking. No significant sex differences occurred in the patterns of cue utilization. Subjects showed a bias toward blaming the victim; the best predictor of judgments was the victim's alcohol consumption. Other salient predictors were the extent to which the victim had been threatened and the reputation of the assailant. Degree of victim resistance was the least effective predictor. Results suggest that drinkers are held more, rather than less, res[illegible] for aggressive behaviors. (NRB)

ED 209 588 CG 015 541

Snodgrass, Sara E. And Others

Sex Role Socialization Via Teachers' Behavior and Sexually Stereotyped Materials.

Pub Date-Mar 81

Note-13p.; Paper presented at the Annual Convention of the Association for Women in Psychology (8th, Boston, MA, March 5-8, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Communication, Congruence (Psychology), Elementary School Teachers, *Nonverbal Communication, Primary Education, Role Perception, *Sex Role, Sex Stereotypes, *Socialization, Sociocultural Patterns, Student Development, *Student Teacher Relationship, *Teacher Behavior, *Teacher Influence

Research has shown that children's differentiation of gender-appropriate behavior is not directly affected by their teacher's gender. However, the teacher's behavior in relation to the material being taught may convey the sex-appropriateness or -inappropriateness to the child. To examine the effects of student gender and sexual stereotype of the instructional material on the nonverbal behaviors of the teacher, 10 teachers from upper elementary grades taught 20 first-grade and 20 second-grade students. Each teacher taught individual lessons in which items were stereotyped as either traditionally feminine or traditionally masculine to 2 girls and 2 boys. Lessons were videotaped and judged for warmth, enthusiasm, and reinforcement. Results showed that incongruence between the sexual stereotype of the items and the gender of the student affected the nonverbal behavior of the teacher. Teachers were judged to be friendlier toward female students while working on material that was culturally inappropriate for females and to be friendlier toward male students on material that was culturally more congenial to the student's gender. The findings suggest that differential teaching behaviors may contribute to the sex-role socialization of students. (Author/NRB)

ED 209 589 CG 015 542

Keith, Verna Garkovich, Lorraine

Trends in Adolescent Childbearing in Kentucky: 1970-1977. Kentucky Women: Challenges and Prospects.

Kentucky Univ., Lexington. Agricultural Experiment Station.; Kentucky Univ., Lexington. Dept. of Sociology.

Report No.-UK-RS-64-2

Pub Date-Jan 81

Note-21p.

Pub Type- Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Abortions, *Adolescents, Behavior Patterns, *Birth Rate, Contraception, *Family Planning, *Females, *Illegitimate Births, Marriage, *Pregnancy, Sex Education, Trend Analysis

Identifiers-*Kentucky

This report analyzes trends in childbearing among Kentucky's adolescents from 1970 through 1977 and reviews childbearing patterns in Kentucky and in the United States for adolescents aged 10-14 and 15-19 to identify several factors associated with adolescent pregnancy. The fact that adolescent women are reaching biological maturity at an earlier age is cited as one factor that explains the increased numbers of teenage pregnancies. Other causes of adolescent pregnancy are delineated, including increased and earlier initiation of sexual activity, the nonuse or ineffective use of contraceptives, and planned pregnancies. Several consequences of teenage pregnancy are explored, and trends in abortion, adoption, and marriage are examined. The social, economic, biological and emotional consequences of adolescent childbearing are discussed along with the health risks to mother and baby. Strategies for intervention are presented that emphasize the adolescent's need for accurate information about sex and birth control, as well as the availability of health and family planning services. Although geographically specific, this report reflects an issue of great importance in the United States today. (NRB)

ED 209 590 CG 015 543

Robinson, Elizabeth A. Anderson, Linda L.

Family Adjustment, Parental Attitudes, and Social Desirability.

Spons Agency-Washington Univ., Seattle. Child Development Research Group.
Pub Date-Aug 81
Note-21p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attribution Theory, Behavior Problems, *Child Development, Childhood Needs, *Emotional Adjustment, *Family Problems, *Family Relationship, *Marital Instability, Marriage, *Parent Attitudes, Parent Influence, Psychological Patterns, Spouses
Identifiers-*Social Desirability

The relationship between the degree of marital adjustment and the emotional adjustment of the children within the family is widely accepted as is the corollary belief that the marital relationship determines the child's adjustment. A sample of 69 married couples with children was used to examine the interrelationships among several measures of family adjustment and to explore the role of the social desirability response set on the self-report of marital and child adjustment. Subjects completed the Spouse Observation Checklist, the Dyadic Adjustment Scale, the Louisville Behavior Checklist, the Eyberg Child Behavior Inventory, the Parental Attitude Research Instrument, and the Edwards Social Desirability Scale. Results closely replicated previous findings, suggesting that couples with well-adjusted marriages were unlikely to have children who evidenced behavior problems. When social desirability was controlled, the relationship between marital and child adjustment was not significant. The results suggest that previously reported correlations between marital and child adjustment may have been inflated by a social desirability response set. The social desirability response set appears to play an important role in the relationship between marital and child adjustment among normal families. (Author/NRB)

ED 209 591 CG 015 544

Sadowski, Cyril J. Woodward, Helen R.

Teacher Locus of Control and Students' Perceptions and Performance.

Pub Date-Aug 81
Note-15p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Attribution Theory, Classroom

Communication, *Classroom Environment, Elementary Education, Grades (Scholastic), *Locus of Control, Student Attitudes, Student Behavior, Student Evaluation, *Student Evaluation of Teacher Performance, Teacher Attitudes, *Teacher Behavior

Several studies have shown that teachers' locus of control orientations are differentially related to attitudes about teaching and classroom behavior. To investigate the relationship between teachers' locus of control and students' perceptions of classroom climate, academic responsibility, and grades, matched pairs of teachers from grades four through eight completed a teaching-specific locus of control measure. Their students (N 245) completed the Origin Climate Questionnaire and the Intellectual Achievement Responsibility Questionnaire. Current letter grades were also obtained for each student. Students with the more internally oriented teachers reported a more origin-line classroom climate, i.e., a classroom atmosphere in which students perceived the teacher as encouraging goal setting, responsibility, and self-confidence, and had higher grades than students with less internally oriented teachers. Teachers' locus of control orientations were not related to student-attributed responsibility, although within-class correlations indicated that attributed responsibility was positively related to perceived classroom climate and grades. The results suggest that further research needs to be directed toward delineating determinants of teachers' locus of control and the manner in which these orientations are conveyed to students. (Author/NRB)

ED 209 592 CG 015 545

Stericker, Anne LeVesconte, Shirley

Effects of Brief Training on Sex-Related Differences in Spatial Visualization.

Pub Date-May 81

Note-26p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (53rd, Detroit, MI, April 30-May 2, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adult Learning, Adults, *Biological Influences, *Cognitive Style, *Environmental Influences, *Perceptual Development, *Sex Differences, *Spatial Ability, Transfer of Training

Researchers disagree not only about the existence or magnitude of sex-related differences in spatial perception, but also about the determinants of such differences. Training in three distinct spatial tasks was provided in an attempt to destablize individual and sex-related differences, while exploring the relative contributions of biological and environmental factors to visual-spatial skill. Undergraduates (N 83) participated in 6 weekly one-hour sessions. Subjects completed four spatial pretests and then were matched on scores and randomly assigned to experimental and control groups. After the experimental group completed three sessions of visual-spatial training in three of the four pretests, all subjects took posttests. Results showed no effects for sex on any of the four posttests, suggesting that males and females benefitted equally and significantly from the training. A comparison of female experimental subjects and male control subjects indicated that training closed the spatial experience gap between the sexes on all tests. Results show that male and female adults may be trained in visual-spatial skills, and that the effects of the training are generalizable beyond the immediate training situation. (NRB)

ED 209 593 CG 015 546

Carducci, Bernardo J. McNeely, Judith A.

Attribution of Blame for Wife Abuse by Alcoholics and Nonalcoholics.

Pub Date-Aug 81

Note-20p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981). Best copy available.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Aggression, *Alcoholism, *Attribution Theory, *Battered Women, Behavior, *Drinking, Family Problems, *Locus of Control, Psychological Patterns, Responsibility, Spouses, *Violence

Identifiers-*Blame, Family Violence

Several researchers have explored the role of alcohol in domestic violence and attributions of blame. To compare the amount of blame attributed to an incident of wife abuse, alcoholic (N 52) and nonalcoholic (N 159) subjects read an account of wife abuse and distributed a percentage of the blame to the man, the woman, and the situation. Nonalcoholic subjects attributed less blame to an intoxicated husband than to a sober husband and more blame to an intoxicated wife than to a sober one. Alcoholic subjects increased the amount of blame attributed to the husband and decreased the blame attributed to the wife only when the husband was intoxicated and the wife was sober. Alcoholics attributed more internal responsibility for the abuse than did nonalcoholics. For the nonalcoholics, alcohol intoxication in wife abuse seemed to provide the intoxicated husband with a socially acceptable excuse for his abusive behavior and a reason for beating his intoxicated wife. For the alcoholics, alcohol intoxication increased the amount of personal responsibility attributed to the intoxicated individual for the abuse, particularly when the spouse was sober. The results suggest a need for further research on other forms of abuse, e.g., child abuse, husband abuse, and abuse of the elderly. (Author/NRB)

ED 209 594 CG 015 547

Feldstein, Jerome H.

Paired Comparisons Preference Scales of Career-Related Categories.

Pub Date-Apr 81

Note-9p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April 22-25, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences, *Career Choice, Children, College Students, Elementary Education, Grade 6, Higher Education, *Nontraditional Occupations, *Occupational Aspiration, *Sex Differences, Sex Role, *Vocational Interests

Although research has shown that children tend to designate traditional sex-role areas when asked what they would like to be and that girls nominate a narrower range of vocations than do boys, more recent findings suggest that children of both sexes nominate equal numbers of vocations. Older girls, unlike boys, also choose nontraditional vocations. Sixth grade males (N 58) and females (N 63) and male (N 58) and female (N 117) college students scaled 7 career-related categories by the method of paired comparisons. The categories were classified as traditionally masculine (politics, athletics, finance, public relations) or traditionally feminine (fashion, education, health care). Subjects designated the more preferred alternative from each of the 21 possible pairs of categories. Both sexes had traditionally same-sex areas at the tops of their scales and opposite-sex categories at the bottoms; males preferred athletics most and fashion least, while females preferred health care and education most and politics least. Responses were consistent within subjects and significantly in agreement within groups. Scale values from the two male scales were significantly correlated as were those from the two female scales. (Author/NRB)

ED 209 595 CG 015 551

Barron, William L. And Others

Relationships Among Cognitive and Emotional Empathy Constructs.

Pub Date-Aug 81

Note-30p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Affective Behavior, *Empathy, *Locus of Control, Personality Measures, *Personality Traits, *Predictor Variables, *Sex Differences

Although predictive accuracy (cognitive empathy) and emotional empathy may be aspects of the same general ability, few empirical studies have examined the relationships between these dimensions. The relationship between cognitive empathy and emotional empathy was investigated by correlating the Mehrabian and Epstein Emotional Empathy Scale and its subscales with Cronbach's delineation of global predictive accuracy and its subcomponents. A modestly sized relationship was hypothesized, i.e., that persons with strong emotional empathy would also be more accurate in their perceptions of others. An analysis of the data collected from 372 undergraduates indicated no relationship between any of the Cronbach components of predictive accuracy and any of the subscales representing emotional empathy. However, the two types of empathy had distinctive patterns of correlations with locus of control. Persons who scored high on emotional empathy tended to have an external locus of control, whereas persons who scored high on predictive accuracy tended to have an internal locus of control. Gender differences occurred only among the emotional empathy scales, with women scoring higher than men. The results suggest that, contrary to prediction, the ability to judge accurately the attributes of others does not co-exist with the tendency to respond emotionally to the feelings of others. (Author/KMF)

ED 209 596 CG 015 552

Morris, Michael

Teaching Evaluation Research Via a Semester-Long Simulation.

Pub Date-24 Aug 81

Note-17p.; Best copy available. Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Evaluation Criteria, *Evaluators, Graduate Students, Higher Education, Participant Satisfaction, *Program Evaluation, *Proposal Writing, *Psychology, Research Needs, *Simulation, *Teaching Methods

As more psychologists become involved in program evaluation, program evaluation courses have been developed by many psychology departments. Psychology graduate students (N 19) participated in a semester-long simulation course. Students divided into small groups, and each group submitted a written proposal for evaluating the counseling service of a fictional community agency. Students could question the agency director, role-played by the instructor, to obtain evaluation-relevant information which had been intentionally omitted from descriptive materials about the agency. A second proposal was also written and submitted by each group. The groups then analyzed a fictitious set of pre-and post-measures describing the psychosocial adjustment of three client subgroups and prepared a comprehensive final evaluation report that included the analysis results. Data relevant to the effectiveness of the simulation was generated from questionnaires completed by participants, questions asked by the groups, the proposals and final report, and the instructor's informal observations. Both the performance of the students during the simulation and their subsequent evaluation of the simulation effectiveness indicated that the simulation was involving and educational. The findings suggest that teaching evaluation research via simulation need not be confined to short-term courses. (Author/NRB)

ED 209 597 CG 015 553

Parks, Dennis R.

Life-Cycle Developmental Theory as a Tool for College Counselors.

Pub Date-81

Note-14p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Development, Adults, *Adult Students, *Age Differences, Aging (Individuals), *Counseling Services, *Counselor Role, *Developmental Stages, Faculty Advisers, *Higher Education, Individual Needs, Nontraditional Students, State of the Art Reviews, Student Personnel Workers

In recent years, the median age of the college student has shifted dramatically upward so that higher education now serves a more age-diversified population. This phenomenon has vast implications for both student affairs professionals and faculty who are involved in counseling and advising students. College counselors must redefine their roles and recognize adult students as individuals facing very different developmental tasks from the traditional college-age students. Counselors must review psychosocial development theory, cognitive development theory, and empirical evidence to explore the differences between the traditional college-age student and the adult student. The use of life cycle theory in developmental counseling permits counselors to construct a conceptual framework from which they can better serve all students, regardless of age. Counseling approaches and techniques may have to be modified to serve adult students, who have diverse anxieties, concerns, expectations and educational goals. The visibility of developmental counseling services must be increased. College counselors must respond to these challenges through a sound understanding of adults' growth and development and the influences their educational institutions exercise on this growth process. (Author/NRB)

ED 209 598 CG 015 554

McCarthy, Patricia R.

Differential Effects of Counselor Self-Referent Responses and Counselor Status.

Pub Date-Aug 81

Note-23p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Affective Behavior, *Counseling Techniques, *Counselor Client Relationship, *Counselor Evaluation, Credibility, Empathy, Females, *Paraprofessional Personnel, *Professional Personnel, *Status

Identifiers-*Self Disclosure

Research has suggested that self-involving responses, i.e., direct present expressions of a counselor's feelings about client statements, are highly effective counselor behaviors, while self-disclosure responses, i.e., references to personal experiences of the counselor, are moderately effective in eliciting positive client perceptions of and responses to the counselor. Female undergraduates (N 180) listened to taped interactions between a counselor and a female client in which the counselor, described as either a professional or paraprofessional, responded with either low intimacy self-disclosure, high intimacy self-disclosure, or self-involving responses. Subjects responded to the counselor as they believed the client would and rated the counselor as they believed the client would by completing the Counselor Rating Form. Results indicated that: (1) high self-disclosing and self-involving counselors received more expert and trustworthy ratings than low self-disclosing counselors; (2) paraprofessionals received more attractive and trustworthy ratings than professionals; (3) client responses to high self-disclosing and self-involving counselors contained more client self-referents than responses to low self-disclosing counselors, which contained more counselor-focused statements; and (4) responses to high self-disclosing counselors contained more affective words and fewer counselor references than responses to self-involving or low self-disclosing counselors. The findings suggest that high intimacy self-disclosure is a superior response to low intimacy self-disclosure and appears to be as effective as self-involving responses. (Author/NRB)

ED 209 599 CG 015 555

Layman, Richard

The Use of Peers as College Academic Advisors: Reasons and Evidence.

Pub Date-10 Sep 81

Note-39p.

Pub Type- Information Analyses (070) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Advising, *College Students, Counselor Selection, *Counselor Training, Delivery Systems, *Faculty Advisers, Helping Relationship, Higher Education, *Peer Counseling, Peer Influence, Program Development, Program Effectiveness, State of the Art Reviews, *Student Needs

Academic advising by faculty members has often been ineffective. Peer advising systems that employ peers as academic counselors may successfully address student criticism of faculty advising systems. Peer systems capitalize on the primacy of peer influence, provide an economical delivery system, and are available and accessible to students. These programs are strongly identified with students, able to improve the organizational dynamics of the advising program, and offer positive personal benefits to students involved in the advising program. Although student-to-student counseling has been effective in a variety of student personnel functions, questions concerning continuity, objectivity, and accountability must be answered effectively during program development. Critical elements for program success are: (1) formulation of meaningful peer counseling goals; (2) development of informed peer counseling support; (3) delineation of realistic peer counseling activities; (4) careful selection and training of peer counseling personnel; and (5) evaluation and revision of peer counseling efforts. If these requisites are met and the program is appropriate to the educational institution and its students, then the peer counseling program will be effective. (Author/NRB)

ED 209 600 CG 015 556

Ekstrom, Ruth B. And Others

Counseling Implications of Re-Entry Women's Life Experiences.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-10 Apr 80

Contract-300-78-0594

Note-30p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Credits, Competence, *Experience, *Experiential Learning, *Females, Higher Education, Homemakers, Homemaking Skills, Mothers, *Prior Learning, *Reentry Students, *Reentry Workers, Research Needs, Volunteers

The influx of an unprecedented number of reentry women into educational programs and paid work requires more research on the transferability of women's competencies and life experiences to specific occupations. A questionnaire was developed to survey the life experiences of adult women (N 131) who were participating in various programs of career and educational counseling. The questionnaire examined the frequency and extent of homemaking, parenting, volunteer work and community services, recreation, formal and nonformal education, and paid work experiences; also included were a section on respondent characteristics and a self-rating of ability on 28 competencies including those most frequently listed in the Dictionary of Occupational Titles qualification profiles of worker trait groups. Data from questionnaires revealed that the women had a variety of life experiences through which they had acquired skills and knowledge relevant to education and employment. The results indicate that adult women have a wide variety of life experiences through which they acquire job-relevant skills and knowledge. (NRB)

ED 209 601 CG 015 557

Webb, Noreen M. Cullian, Linda K.

Group Process as the Mediator between Aptitudes and Achievement: Stability over Time.

Spons Agency-California State Commission for Teacher Preparation and Licensing, Sacramento.

Pub Date-Aug 81

Note-26p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981). Best copy available.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Achievement, *Aptitude, *Group Dynamics, *Grouping (Instructional Purposes), Heterogeneous Grouping, Homogeneous Grouping, Individual Characteristics, Junior High Schools, Junior High School Students, Mathematics Instruction, *Performance Factors, Secondary School Mathematics, Small Group Instruction, *Teaching Methods

Most research on small group learning has focused on achievement, but few studies have systematically investigated the effects of group processes on achievement, or the influences of individual aptitudes and group composition on group processes. To investigate the relationship between student aptitudes, group process, and achievement in cooperative small groups in junior high school mathematics classrooms, and the stability of the relationship over time, students (N 105) in four classrooms participated in two studies. Initially, all students learned a one-week unit on consumer mathematics. Three months later, half of the students learned a one-week unit on probability. Students worked in four-person homogeneous-ability or heterogeneous-ability groups; they also completed achievement tests and the Eysenck Personality Inventory. Analyses of the data indicated that group process was a potent predictor of achievement in all studies; asking a question and receiving no answer,'' the best predictor of achievement, was detrimental to achievement. The effects of group composition and student aptitudes on achievement were mediated by the group process variable. The mediating effect of group process and the magnitude of coefficients were stable across studies; group process was stable over time, both in average frequency and in individual student levels of participation. The results suggest a need to determine whether the stability of group process is generalizable to longitudinal designs. (Author/NRB)

ED 209 602 CG 015 553

Peskin, Harvey Livson, Norman

Uses of the Past: An Adult-Centric Model of Personality Development.

Pub Date-Nov 80

Note-14p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (33rd, San Diego, CA, November 21-25, 1980).

Pub Type- Reports - General (140) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adjustment (to Environment), *Adult Development, Adult Learning, Aging (Individuals), Behavior Patterns, Coping, *Developmental Stages, Experience, Experiential Learning, Longitudinal Studies, Models, *Personality Development, *Problem Solving, *Recall (Psychology)

This paper presents the uses of the past'' model of personality development, a model in which adult development transforms an individual's history into resources for meeting present demands. The components of the model are delineated in terms of how: (1) neither the past nor the present is fixed in its effects or its contribution to present adaptation; (2) experiences of the past and present interact; and (3) the past, as it expands over time, allows new combinations and capacities for later life changes. Adulthood is defined not as an unchanging stage, but as a series of ongoing states that recruit and combine material from the past for present effective functioning. To illustrate the model, longitudinal data from two inter-generational studies are presented in which subjects' past modes of responding are correlated with adult adaptation according to relevance rather than recency. Findings from the studies are discussed, and future research of and uses for the model are suggested. (NRB)

ED 209 603 CG 015 559

Alcohol and Drug Abuse Education Act Authorization Extension. Hearings Before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session on H.R. 2644 (March 23 and April 3, 1981).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Report No.-House-2644

Pub Date-81

Note-120p.; Pages 22-46 of original document are of marginal reproducibility.

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Alcohol Education, Drug Abuse, *Drug Education, *Federal Legislation, Federal Regulation, *Federal State Relationship, Financial Support, Hearings, Prevention, Program Development, *States Powers

Identifiers-*Alcohol and Drug Abuse Education Act, *Congress 97th

These hearings before the Congressional Subcommittee on Select Education consider the extension through fiscal year 1985 of appropriations for programs established by the Alcohol and Drug Abuse Education Act. The text of the extension bill, H.R. 2644, is presented, followed by testimonies from the Department of Education as well as individuals who are currently implementing drug education programs in their local schools as a direct result of their training experiences. Comments are also presented from representatives of the National Institute on Alcohol and Alcoholism, the National Institute on Drug Abuse, and the Center for Disease Control concerning complementary efforts in the areas of alcohol and drug abuse prevention. The serious extent of alcohol and drug use in schools is emphasized and the effectiveness of federal government programs on alcohol and drug abuse education over the past decade is discussed. The federal role in stimulating local interest and assisting local districts in developing effective prevention programs at state and local levels is described, and the issue of giving authority to the individual states by grouping alcohol and drug abuse education funds with other educational program funds in block grants is also debated. (NRB)

ED 209 604 CG 015 560

Hawley, Nathalie And Others

Project Teen Concern: An Implementation Manual for An Educational Program to Prevent Premature Parenthood and Venereal Disease.

Department of Health, Education, and Welfare, San Francisco, Calif. Region IX.

Spons Agency-Bureau of Community Health Services (DHEW/PHS); Rockville, Md. Office of Family Planning.

Report No.-DHEW-HSA-80-5600

Pub Date-80

Contract-BCHS-HSA-240-75-0057

Note-168p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type- Guides - Non-Classroom (055) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Adolescents, Bilingualism, *Community Support, *Health Education, Inservice Teacher Education, Parent Participation, *Pregnancy, Prevention, *Program Implementation, School Personnel, Secondary Education, *Sex Education, *Venereal Diseases

This sequential manual for an educational program to prevent premature parenthood and venereal disease is intended for school personnel responsible for designing and implementing human sexuality programs. Chapter One presents the history and description of Project Teen Concern along with a summary of project evaluations for the past three years. Chapter Two, Developing Community Support,'' includes a workshop format for involving community members as a logical first step in the program. Subsequent chapters present guidelines for teacher inservice training, the development and implementation of a parent/community program, and a bilingual program. Each chapter includes a description of implementation and resource components with detailed instructions for program development. An introduction to each topic is followed by lists of planning and delivery phases for each program component. At the end of each chapter, an appendix of resource materials is provided along with sample forms, questionnaires, worksheets, and evaluations. (NRB)

ED 209 605 CG 015 561

Coggins, Patrick C. And Others

Confidentiality of Alcohol and Drug Abuse Patient Records. Participant Manual.

University Research Corp., Bethesda, Md.
Spons Agency-National Drug Abuse Center for Training and Resource Development, Gaithersburg, Md.; National Inst. on Drug Abuse (DHHS), Rockville, Md. Div. of Resource Development.
Pub Date- 79
Contract-NDACTRD-271-78-4600; NIDA-271-79-4719
Note-173p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($6.50).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Alcoholism, Confidentiality, *Confidential Records, Court Litigation, *Disclosure, *Drug Abuse, Ethics, *Federal Regulation, Federal State Relationship, *Legal Responsibility, Patients, Privacy, State Legislation

This participant manual is designed to provide an overview of federal laws and regulations pertaining to the confidentiality of alcohol and drug abuse patient records. The relationship of federal laws to state laws and regulations is also discussed. The materials, useful for persons involved in the fields of substance abuse treatment or prevention, list course objectives and limitations, and explain academic credit for course participation. The 13 course sessions are outlined in the manual, beginning with a pretest of major points in the federal confidentiality regulations and followed by presentations of specific aspects of the regulations. Participant exercises and samples are included, along with discussion of various confidentiality topics such as disclosures with and without patient consent and court orders. The appendix contains the test of the Confidentiality of Alcohol and Drug Abuse Patient Records, Federal Law Title 42-Public Health.'' (NRB)

ED 209 606 CG 015 562

Ausetts, Mary Ann And Others

The Use of Volunteers in Drug Abuse Services: A Review of the Literature. Services Research Report.

Temple Univ., Philadelphia, Pa. Inst. for Survey Research.
Spons Agency-National Inst. on Drug Abuse (DHHS), Rockville, Md. Div. of Resource Development.
Report No.-DHHS-ADM-80-1020
Pub Date-80
Contract-NIDA-271-77-4516
Note-117p.
Pub Type- Reference Materials - Bibliographies (131) - Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Drug Abuse, Drug Rehabilitation, Individual Characteristics, *Labor Utilization, Literature Reviews, *Paraprofessional Personnel, *Program Development, *Volunteers, *Volunteer Training

This literature review describes the volunteer movement and its actual and potential effect on the drug abuse field. The first section outlines the philosophical and historical events and perspectives that have influenced the development of voluntarism. The next section presents data on current trends in the use of volunteers in the largest Standard Metropolitan Statistical Areas as well as descriptions of volunteer characteristics. The third section cites evaluation studies on the use of volunteers. The final section discusses administrative concerns, such as sources of volunteers, their recruitment and training, and recommendations for the design and implementation of successful volunteer programs. An extensive listing of references and an appendix of resources are also included. (KMF)

ED 209 607 CG 015 563

Halling, Steen

Surprised by the Other: Choice Points in Relationships.

Pub Date-Aug 81
Note-19p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication (Thought Transfer), Communication Research, *Decision Making, *Friendship, *Interpersonal Relationship,

*Perspective Taking, State of the Art Reviews
Identifiers-*Significant Other

Research has shown that most individuals assume that they have realistic perceptions of the significant people in their lives, be they family, friends or adversaries. However, under special circumstances, images of significant others may be shattered as they are seen for the first time.'' A phenomenological analysis of 60 descriptions suggest that this transformation occurs in one of four basic types of contexts. For example, persons may become empathically aware of others when they are seen responding emotionally to an unanticipated occurrence, such as the death of a friend. Fundamentally, the situation in which this new awareness of the other occurs is one in which a person is deeply engaged and which strongly speaks to basic values and concerns. But this new awareness does not simply happen; it requires an implicit decision to remain open to the implications of the other's behavior and to allow one's preconceptions to be challenged. The characteristics of this decision process are in contrast with decision making as it is typically conceptualized in the psychological literature. (Author/KMF)

Odebunmi, Akin

A Survey of Marital Success and Failure Among Sampled Educated Nigerians.

Pub Date-Apr 81
Note-23p.; Paper presented at the Annual Conference of the Nigerian Psychological Society (University of Jos, March 31-April 4, 1981). Best copy available.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Patterns, Communication (Thought Transfer), *Divorce, Family Life, Foreign Countries, *Interpersonal Relationship, Marital Instability, *Marriage, Sexuality, *Social Attitudes, *Spouses
Identifiers-*Marital Satisfaction, *Nigeria

In Nigeria, various forms of polygamy and monogamy are practiced; however, monogamy is more or less practiced by many Christians and a greater percentage of younger men. A survey of marital success and failure was conducted with samples of Nigerian Diploma students and selected educated community members. Subjects completed two instruments, the Marital Checkup consisting of 35 questions about topics such as companionship, communication, and the myth of the perfect marriage, and the Ireton Personal Inventory. Results indicated that a great percentage of married people were not happy with their marriages, and cited financial problems, personality traits, and sexual maladjustment and promiscuity as causes of marital failure and divorce. The findings suggest that greater emphasis on education and knowledge in matters of sex, marriage, and parenthood is needed. (The Marital Checkup is included in the appendix.) (KMF)

ED 209 609 CG 015 565

Adams, Jerome And Others

Follower Attributional Biases and Assessments of Female and Male Leaders' Performance.

Spons Agency-Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Pub Date-Aug 81

Grant-MDA-903-78-G02

Note-20p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitude Measures, *Attribution Theory, Evaluation Criteria, Higher Education, *Leadership Qualities, Leadership Styles, Military Personnel, *Military Schools, *Sex Bias, *Sex Differences, Sex Role, *Sex Stereotypes

Identifiers-*Military Academy (West Point) NY

Attitudes toward the role of women in the army do not introduce a consistent and strong bias into the way male and female leaders are judged by their subordinates. Male and female cadets at the U.S. Military Academy completed questionnaires describing their unit leaders at two training activities. Results showed that egalitarian followers and traditional followers did not make different attributional or evaluative judgments regarding male and female leaders. However, in the evaluation of leader success, some patterns suggested gender-based bias. The absence of consistent gender-based bias suggests that the West Point environment is generally healthy with regard to the issue of sexism. (JAC)

ED 209 610 CG 015 566

Fenigstein, Allan

The Effect of the Accessibility of Self-Relevant Thoughts on Attributional Judgements.

Pub Date-Aug 81
Note-18p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attribution Theory, *Cognitive Processes, *Cognitive Style, Etiology, Individual Power, *Locus of Control, Self Evaluation (Individuals), *Social Cognition
Identifiers-*Self Awareness

Research has established a reliable relationship between self-awareness and causal attribution, i.e., heightened attention toward the self increases attributions of responsibility to the self. It was hypothesized that increased availability or accessibility of self-related cognition would increase causal attributions to the self, although this effect would be due primarily to attributions for positive events. Subjects (N 44) were first induced to use either self-relevant or other-relevant terms in a story construction task. In a subsequent task, they made attributions for hypothetical situations. Self-attributions were significantly greater for those subjects who had been previously primed'' to engage in self-relevant thoughts. The results suggest that when attention is directed toward the self because of either chronic dispositions toward self-consciousness or the expression of self-oriented stories, self-schemata are more likely to become active in the processing of information. (Author/JAC)

ED 209 611 CG 015 567

Hansell, Phyllis S. Lloyd, Margaret

Outcome Evaluation of Psychological Services in the Schools.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.
Pub Date-Jun 81
Note-42p.
Pub Type- Guides - Non-Classroom (055) - Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Counseling Effectiveness, Counselor Performance, Counselor Role, *Educational Assessment, Elementary Secondary Education, *Evaluation Methods, *Formative Evaluation, Intervention, Program Descriptions, *Program Evaluation, *Psychological Services, *School Psychologists, Student Improvement, Success
Identifiers-*Iowa

This paper discusses the importance and usefulness of assessing student goal attainment, reviews the steps required to select intervention goals, and describes several goal attainment measurement systems. Practical difficulties which are likely to be encountered are described and potential solutions to those difficulties are discussed. The importance of support from the school administration is emphasized. The selection of appropriate goals and goal attainment measures to allow judgments to be made about the social and educational values of the treatment procedures is reviewed. Suggestions are made in terms of the roles of psychologists, e.g., they should set standards within educational systems while attempting to evaluate their own effectiveness. (JAC)

ED 209 612 CG 015 568

Khouj, Abdullah M. And Others

Degrees of Reciprocity of Peer Acceptance Among High School Students of Jeddah, Saudi Arabia. An Occasional Research Paper.

Umm Al-Qura Univ., Mecca (Saudi Arabia).
Pub Date-Jun 81
Note-14p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Patterns, Foreign Countries, *High School Students, *Interpersonal Competence, *Peer Acceptance, *Peer Relationship, Secondary Education, *Social Behavior, *Social Cognition, Social Status, Student Attitudes
Identifiers-*Saudi Arabia

Researchers have been interested in studying the correlates and reciprocity of peer acceptance across various cultures. Tenth grade students in a Saudi Arabian suburban high school completed social desirability scales to examine the relationship between the acceptance of class members by individual students and the acceptance of individual students by class members. Results showed that on the whole, relationships between individual students and the rest of the class were not universally reciprocal. This finding might have occurred because of lack of opportunities for student interaction in and outside school. Reciprocity of peer desirability which developed as a result of social interaction was not of the same type among students who expressed identical feelings towards one another. The results suggest that Saudi students, while skilled at initiating relationships, may have difficulty maintaining them. (JAC)

ED 209 613 CG 015 569

Prisco, Dorothy D.

Alienation Among Sorority and Independent Freshmen at a Woman's College.

Pub Date- 79
Note-11p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Freshmen, Comparative Analysis, *Females, Group Experience, Higher Education, Peer Acceptance, Peer Relationship, *Social Isolation, Social Life, *Sororities, *Student Adjustment, *Student Alienation
Identifiers-*Social Networks

Alienation is experienced by adolescents in varying degrees; however, little research has investigated alienation in relationship to Greek sorority/fraternity membership versus independent status among college students. To measure alienation among freshmen sorority members and freshmen independents in a small women's college, 60 women completed the Dean's Alienation Scale. Results showed that the largest percentages of women joined sororities for social activities and to make friends. Independent students said that they were not interested in sororities or preferred to be independent; some cited financial and time considerations as well. Scores on the Alienation Scale showed significant differences between sorority members and independents in terms of social isolation and total alienation: independents scored higher in both areas. No significant differences occurred for either powerlessness and normlessness. Further research is needed to understand how alienation might be mitigated through various types of group membership. (JAC)

ED 209 614 CG 015 570

Seligman, Linda Deutsch, Marjorie B.

Developmental Issues in Counseling With Couples.

Pub Date-Apr 81
Note-16p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (St. Louis, MO, April 12-15, 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Development, *Counselor Role, *Developmental Stages, Developmental Tasks, Family Structure, *Interpersonal Relationship, Marital Instability, *Marriage Counseling, Parent Role, Role Conflict, *Spouses, State of the Art Reviews
Identifiers-*Life Cycle

Marriages, just like the individuals in them, go through stages of development. Understanding these relatively predictable stages can be helpful to couples, by allaying apprehension, promoting preparation for change, and putting fluctuations into perspective. Research on marital stages and experiences in counseling couples suggest that marriages typically pass through six stages: pre-marital, early marriage, child bearing, childrearing, mid life, i.e., the years with adolescents, and the post-parental years. Counselors should promote growth and marital communication to help couples negotiate the circuitous paths of their relationships. (Author/JAC)

ED 209 615 CG 015 571

Romaniuk, Jean Gaser And Others

Assisting the Older Job Seeker: A Counselor Training Manual. Educational Series, Number 6.

Virginia Commonwealth Univ., Richmond.

Spons Agency-Governor's Employment and Training Council, Richmond, Va.

Pub Date-Oct 80

Note-229p.

Available from-Virginia Center on Aging, Virginia Commonwealth University, Richmond, VA 23284 ($9.00).

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Age Discrimination, *Career Counseling, Counseling Techniques, *Counselor Training, *Educational Gerontology, *Employment Counselors, Job Applicants, Middle Aged Adults, Midlife Transitions, Older Adults, Program Descriptions, *Skill Development, Social Services, *Training Methods

This training manual is designed to increase the interviewing, counseling, and placement skills of counselors in public agencies who work with older clients seeking employment. Information concerning the needs and concerns of older people is included, focusing on training to enhance individual and group counseling skills as well as structured training in group methodology for job-search, problem-solving, and job development skills. The materials provide an overview of the training program, its goals, objectives, and needs assessment followed by: (1) plans for developing the training program; (2) activities and exercises for learning about gerontology and older workers; (3) an interpersonal skills package for enhancing intergroup processes; and (4) an eight-part series of structured group training modules for career management. The appendix contains sample needs assessment, activity, and evaluation forms. (JAC)

ED 209 616 CG 015 572

Worland, Julien And Others

Long-Term Changes in Intelligence in Children at Risk.

Spons Agency-National Inst. of Mental Health (DHHS), Bethesda, Md.
Pub Date-Aug 81
Grant-NIMH-MH-50124
Note-22p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Problems, *Children, Cohort Analysis, Elementary Secondary Education, *High Risk Students, *Intellectual Development, *Intelligence Differences, Longitudinal Studies, *Parent Child Relationship, Parent Role, *Psychological Characteristics, Psychopathology, Schizophrenia

Retrospective studies of the intellectual performances of children who later became psychotic adults have yielded evidence of early interference in the development of intelligence in future schizophrenics. The intellectual assessments of 153 children were examined during two test periods in the St. Louis Risk Research Project. In 1967-1972, the Wechsler tests of intelligence were administered to offspring in families with one schizophrenic parent, one parent with affective disorder, one parent with schizoaffective disorder, one physically ill parent, or to offspring with two normal parents. In 1975-1978, the intelligence of offspring was tested again at a mean age of 16 years. Differences between children as a function of parental diagnoses were assessed and yielded significant time effects. Children of schizophrenics and children of parents with affective or physical disorders had greater loss in verbal IQ scores between the first and second testing than did the children of schizoaffectives and children of normal parents. Offspring of psychotic mothers had lower IQ scores than those of psychotic fathers. Children of schizophrenics and children of schizoaffectives had the lowest stability in IQ scores from the first to second testing. The findings suggest a need for further replication research on the effects of ill parents on their children. (Author/JAC)

ED 209 617 CG 015 573

Stott, Frances W.

Applications of Counseling Psychology within the Professional School Setting.

Pub Date-Aug 81

Note-12p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Consultation Programs, *Counseling Services, *Counseling Techniques, *Counselor Role, Higher Education, Human Services, *Professional Education, Professional Recognition, Publications, *School Psychologists, State of the Art Reviews, Student Development, *Student Personnel Services

The professional schools within institutions of higher education are becoming consumers of the counseling psychologist's expertise. The psychologist can offer skills training to enhance the professional performance of students. A knowledge of students' developmental processes can be very useful. The counselor's role may include consulting, research, and publishing in professional journals as well as diagnosis and assessment of students. Interventions may include training programs for students who want to improve their skills with patients or clients. Working in a professional college can provide rich opportunities to psychologists through interdisciplinary experiences. (JAC)

ED 209 618 CG 015 574

McCall, Morgan W., Jr.

Leadership: Some Alternative Views and Their Implications.

Pub Date-24 Aug 81
Note-50p.; Paper presented at the Annual Convention of the American Psychological Association ([illegible], Los Angeles, CA, August 24-26, 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrators, Group Dynamics, Human Resources, Leaders, *Leadership Qualities, *Leadership Styles, Leadership Training, *Management Development, *Organizational Climate, *Organizational Theories, State of the Art Reviews

Alternatives to traditional views about leadership suggest a dramatically different approach, including focusing on problems rather than individuals, examining leadership positions at critical organizational junctures, and emphasizing environmental and organizational forces that constrain leader behavior. Human resource professionals responding to alternative views must be in a position to anticipate the problems and opportunities facing the organization. Many traditional functions, e.g., planning and organizing, must be redefined. Research in the field of leadership is comparable to the progress of astronomy, which offers some new assumptions to guide future efforts. (Author/JAC)

ED 209 619 CG 015 575

Hochhauser, Mark

Ethical Issues in Academic Substance Abuse Consultation.

Pub Date-Aug 81

Note-10p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Competence, *Consultants, Consultation Programs, *Counselor Client Relationship, Credibility, Drug Abuse, *Drug Education, *Ethics, *Illegal Drug Use, Moral Values, Prevention, Privacy, State of the Art Reviews

Several important ethical issues need to be addressed both by the consultant and the organization in the field of academic substance abuse consultation. Various problems face the university-based academician who consults with agencies and organizations, such as consultant abuse, i.e., when a consultant is hired on the basis of title and academic affiliation rather than for specific research competencies. In addition, most drug education/prevention programs desire reduction of adolescent drug use; however, some data suggest that drug use may increase rather than decrease as a result of education programs. The ethical issues involved in this phenomenon have not been analyzed. Adolescent drug abuse also represents illegal behaviors and has important implications for issues such as informed consent and protection of data. Finally, implications of therapist-client sexual relationships or harassment upon both the therapeutic relationship and the objective evaluation of therapy outcome must be considered. The psychological research consultant can attempt to improve the methodological quality of substance abuse programs, while simultaneously assuring that ethical standards are maintained. (Author/NRB)

ED 209 620 CG 015 576

Illback, Robert J. Ellis, John L.

Evaluation of Special Education in Rural Settings.

Pub Date-Aug 81

Note-22p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Delivery Systems, Elementary Secondary Education, *Needs Assessment, Planning, Program Development, Program Evaluation, Psychological Evaluation, *Rural Schools, Rural Urban Differences, *School Psychologists, *Special Education, State of the Art Reviews, *Student Needs

School psychologists who work in rural areas face difficult problems because of the setting in which they practice. Traditional models for delivering psychological services in urban and suburban schools are not typically generalizable to rural service delivery. Rural school districts tend to be closed and rigid, reflecting the nature of the community structure. School management may rely heavily on tradition and attempts to promote innovations are often met with opposition. Monetary constraints are faced by nearly all rural schools. These conditions make the implementation of special education services in rural settings difficult. Rural areas present difficulty in recruiting and retaining qualified special education staff, community resistance to change and suspicion of outside interference, and geographical problems. The practice of rural school psychology faces similar problems. The rural school psychologist must be a program planner and evaluator, taking a multilevel, multidimensional perspective. The rural practitioner must engage in needs assessment, program planning and development, implementation, and outcome evaluations. Despite potential problems and implications for training, rural school psychologists, in order to be effective, must adopt innovative methods of practice. (Author/NRB)

ED 209 621 CG 015 577

Wolfley, Virgil L.

A Study of the Relationship Between Alcoholism and Character Disorder.

Pub Date-Jan 79
Note-147p.; Ed.D., University of Sarasota. Best copy available.

Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Adults, *Alcoholism, *Antisocial Behavior, Behavior Problems, Correlation, *Males, Marital Instability, *Mental Disorders, *Personality Problems, Personality Traits, *Psychological Characteristics, Violence

Studies have shown that sociopaths and alcoholics tend to come from similar social backgrounds and that they share several characteristics. To investigate the relationship between alcoholism and character disorder syndrome in adult males, 20 males who had a history of alcohol problems and displayed characteristics of character disorder were studied by case study analysis. All 20 cases received a diagnosis of alcoholism; 13 received a diagnosis of character disorder. Most cases were diagnosed in 11 or more areas of disturbance; however, four of the seven non-character-disordered were diagnosed in less than nine areas. Fifteen cases had a history of school truancy, 15 were financially dependent on others, and 12 had a history of arrests. The most frequent problems indicated were disturbed marital history, alcohol abuse, impulsive behavior, and difficulties in work history. The findings suggest that these results were insufficient to substantiate a relationship between alcoholism and character disorders. (NRB)

ED 209 622 CG 015 578

The Kansas P.L.A.N. for Deaf-Blind: A Team Approach to Planning. A Model System for Providing A Coordinated Life-Long Continuum of Services to Deaf-Blind Individuals and Their Families. Process Document.

Kansas State Dept. of Education, Topeka.
Spons Agency-Mountain-Plains Regional Center for Services to Deaf-Blind Children, Denver, Colo.
Pub Date-Jun 81
Contract-300-78-0192
Note-154p.; For related document, see CG 015 579. Best copy available.
Pub Type- Reports - General (140) - Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Deaf Blind, *Delivery Systems, Group Activities, *Individual Needs, Models, Multiple Disabilities, Needs Assessment, Planning, Planning Commissions, *Program Development, Program Implementation, Services, *Statewide Planning
Identifiers-*Kansas

This document provides the guidelines to develop a state-wide plan for a continuum of services for deaf-blind individuals. This paper extrapolates from the development of a model plan in Kansas a general set of procedures and policies that can be used by other states and proposes a series of steps for developing a plan for deaf-blind services. The rationale for such a project is described and the needs of the deaf-blind population are discussed. Activities involved in developing a state-wide plan are outlined and developmental work of the model is described. The selection of a project coordinator and the formation of planning groups are detailed. Procedures for recruiting steering committee and task force members are recommended. Methods of planning and conducting group meetings are suggested and project goals, objectives, and activities are enumerated. The appendices contain various survey and evaluation forms and other material relevant to the model. (NRB)

ED 209 623 CG 015 579

The Kansas P.L.A.N. for Deaf-Blind: A Model System for Providing a Coordinated Life-Long Continuum of Services to Deaf-Blind Individuals and Their Families.

Kansas State Dept. of Education, Topeka.

Spons Agency-Mountain-Plains Regional Center for Services to Deaf-Blind Children, Denver, Colo.

Pub Date-Jun 81

Contract-300-78-0192

Note-196p.; For related document, see CG 015 578. Best copy available.

Pub Type- Reports - General (140) - Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Deaf Blind, *Delivery Systems, Demography, Financial Support, *Individual Needs, Models, Multiple Disabilities, Planning, Program Evaluation, *Program Implementation, Services, *Statewide Planning

Identifiers-*Kansas

This volume contains six documents that represent the results of a year-long, statewide study and planning effort for developing a program to serve the deaf-blind population in Kansas. The first document discusses the perceived problems, and includes a study of the history of national, regional and state efforts, the initial project goals and objectives, and a planning approach. The second document includes relevant service system constraints and funding sources. Results of a mail questionnaire study of the state's population of deaf-blind individuals to examine the demographics of the client population, the services needed, and the services provided are summarized in the third document. The fourth document outlines a series of criteria developed by the planning participants for the delivery system. The model system, its structure and dynamics, and the procedures for coordinating client services and agency activities are outlined in the fifth document. The final document consists of a time-based year-long implementation plan. (Author/NRB)

ED 209 624

CG 015 580

Segal, Robert M., Ed.

Consultation-Conference on Developmental Disabilities and Gerontology. Proceedings of a Conference (Ann Arbor, Michigan, May 8-10, 1978).

Michigan Univ., Ann Arbor. Inst. for the Study of Mental Retardation.
Spons Agency-Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.
Pub Date-Oct 78
Grant-OHD-54-P-71134/5-02
Note-273p.; For related document, see ED 091 807.
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141) - Reports - General (140)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Adults, *Aging (Individuals), Autism, Cerebral Palsy, *Delivery Systems, *Developmental Disabilities, Epilepsy, *Gerontology, *Individual Needs, Mental Retardation, Need Gratification, Older Adults, *Program Development

This document contains the proceedings from the National Conference on Developmental Disabilities and Gerontology, a conference designed to develop guidelines for program development on national, state, and local levels; develop and disseminate a proceedings publication; and provide an interface between professionals working at national, state, and local levels in the areas of administration and practice. Following an introduction to the problems of the aged developmentally disabled person and a discussion of the design and use of the conference participant's workbook, project reports are presented by representatives from five Aging/Developmental Disabilities Projects. A report on needs assessment for older developmentally disabled persons is followed by presentations of four conference workshops focusing on: (1) defining terminology; (2) examining and prioritizing service needs; (3) delineating obstacles in implementing needed services; and (4) developing models of services for the aging and aged developmentally disabled person. Issues concerning the delivery of services are discussed in presentations by representatives from four national consumer organizations for persons with developmental disabilities, e.g., autism, cerebral palsy, epilepsy, mental retardation. The materials conclude with a brief conference evaluation. The appendices contain the conference agenda, a listing of conference participants, and conference evaluation forms. (NRB)

ED 209 625 CG 015 581

Tittle, Carol Kehr
Sex Differences in Occupational Values: Implications for Reducing Sex Bias.
Pub Date-Aug 81
Note-16p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Choice, Career Development, High School Students, *Interest Inventories, Occupational Aspiration, Secondary Education, *Sex Bias, *Sex Differences, Sex Role, Social Cognition, Test Bias, *Test Validity, *Values

Research on career development has shown sex differences in patterns of occupational choices and labor force participation. Test takers of career interest inventories and occupational tests may perceive adult roles differently if they are male or female; thus, these perceptions are critical to any attempt to reduce sex bias in testing. High school students (N 600) rated the importance of several values on their choice of an occupation, the decision to marry, and the decision to become a parent. Both males and females agreed on the importance of high income, job security and leisure opportunities as components of an ideal job. For females, the addition of a prestige value suggested a belief in the prestige of working. For males, prestige was related to leadership and working in a field of interest. Results showed that high school students perceived the adult world differently. Career choices by women tended to be limited by past experience or expectation; career choices made by men did not consider values related to other adult roles in marriage and parenthood. The findings suggest that these differences may affect the construct validity of tests and therefore should be taken into consideration by counselors. (JAC)

ED 209 626 CG 015 583

Baskin, David

Cross-National Perspectives on Mental Health Systems and Services: A Survey of Twenty-Eight Countries.

Pub Date-Aug 81

Note-35p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981). Best copy available.

Pub Type-Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Health Services, Cross Cultural Studies, *Delivery Systems, Economic Development, *Financial Support, *Foreign Countries, Health Personnel, *Mental Health Programs, *Program Evaluation, Psychiatric Services, *Public Policy, Referral

As mental health policies and systems become subject to legislative and public scrutiny, more information is needed to evaluate such programs in the United States and abroad. A cross-national survey of 42 countries and provinces compared mental health policies, mental health services, awareness of these services, evaluation, and financing. Notable differences were found that were not always accounted for in terms of level of economic development. Differences in the range of mental health services were not attributable to the type of financing, although economic development predicted gaps in service delivery. The trend toward community-based facilities was equally popular in countries other than the United States. While most countries collected information about mental illness, many did not tabulate or publicize their findings. The results suggest a need to continue this research on a systematic basis. (Author/JAC)

Kairey, Isaac Freeman, Robert W.

Relationship Group Therapy: A Short Term Approach with Children.

Pub Date-Aug 81
Note-42p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - General (140) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Children, *Counseling Techniques, Counseling Theories, Counselor Characteristics, *Counselor Client Relationship, *Group Dynamics, *Group Therapy, Interpersonal Competence, Play Therapy, Program Descriptions, *Self Actualization, Therapeutic Environment, Values
Identifiers-*Relationship Psychotherapy

A new short-term (14-16 sessions) group therapy approach for children, Relationship Group Therapy (RGT), is described. The major group therapy approaches are critiqued and the integration of certain assumptions from each approach are discussed. Stages of RGT therapy and the specific interventions required during various stages of therapy are detailed, as well as qualities of RGT therapists, values inherent in RGT, and the need to evaluate the interventions. Results of a RGT evaluation in an elementary school setting are provided, indicating that the treatment group attained significantly higher goal attainment scores than the control group. Additionally, the appendix contains a sample evaluation checklist for therapists. (Author/JAC)

ED 209 628 CG 015 587

Krauss, David

On Photography: Uses in Psychotherapy.

Pub Date-24 Aug 81

Note-27p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

Pub Type- Reports - Descriptive (141) - Reference Materials - Bibliographies (131) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Counseling Effectiveness, *Counseling Techniques, Group Therapy, Individual Counseling, *Nonverbal Communication, *Photography, Program Descriptions, *Psychotherapy, Social Cognition, Therapists, Visual Perception, *Visual Stimuli

This paper introduces and defines photography, presents an overview of its applications, and shows how photographs can be used adjunctively as both artifacts and metaphors. Examples are given to demonstrate the usefulness of pictures in gathering information about a client's world, taking a history, formulating a diagnosis, and creating intervention strategies. Photographs are considered as stimulus materials and are described as an adjunct to verbal therapy, along with examples of the effectiveness of this approach. A phototherapy bibliography is also provided. (Author/JAC)

ED 209 629 CG 015 682

Slotnick, Robert S. And Others

Peer Support Networks in a Large Introductory Psychology Class.

New York Inst. of Tech., Old Westbury.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 81
Note-8p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Development, College Students, *Communication Research, *Cooperation, Discussion (Teaching Technique), Group Behavior, Higher Education, Peer Groups, *Peer Influence, *Peer Teaching, Social Behavior, *Social Cognition, *Teaching Methods
Identifiers-*Networks (Persons)

Networks have emerged as a major topic of interest in the behavioral sciences, and network concepts have recently been extended by community psychologists to higher education. To examine the effectiveness of peer networks within an introductory psychology class, networks of four students each met weekly in place of a lecture to review material and prepare for exams. Participants were encouraged to seek mutual help in addition to classroom meetings. A comparable, traditional class with the same instructor, syllabus and exams served as a control group. The networking class improved in three areas: (1) academic, i.e., quizzes, midterm and final exams; (2) networking, i.e., number of students known by name; and (3) social climate assessment, i.e., students' perceived classroom social climate. Although the networking generally received favorable reviews, end of the semester discussions indicated that some students experienced anxiety in the group interactions, and viewed networking as a failure of teacher responsibility. The findings indicate that future plans should include development of a more structured network experience to reduce stress, and an increase in out-of-classroom meetings. (Author/MCF)

CS

ED 209 630 CS 006 318

Langer, Judith A.

What Research in Reading Reveals about the Reading Process.

Pub Date- 81

Note-26p.

Pub Type- Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Associative Learning, Cognitive Processes, Elementary Secondary Education, *Reading Comprehension, *Reading Instruction, *Reading Processes, *Reading Research, Teaching Methods

Identifiers-Reading Strategies, *Schemata

Research into the reading process has shaped an understanding of how readers ''make meaning'' when they are engaged in a reading activity. This research has highlighted a learning triad the reader, the text, and the context (or learning environment) that interactively affects the manner in which the student will comprehend a particular text. Research also permits reading teachers to consider such prereading characteristics as the role of background knowledge, reader/text interaction during reading, and the review, recall, and student response activities that occur after the text has been processed. Similarly, in examining instruction it seems particularly helpful to consider the variety of strategies that readers need to use at each of these three stages in the reading process. Instructional activities before reading might focus on the vocabulary and conceptual knowledge appropriate for a specific task. They could include prequestions, analogy, and the idiosyncratic associations students tend to make in an attempt to relate what they already know to what will be contained in the text. Activities during reading might focus on helping the reader develop self-questions or respond to inserted questions. Activities following reading might focus on post-questions, student response, and text- and script-based recall. The most important point to remember is that when instruction focuses on strategies on how a student interpreted a certain idea and arrived at a certain response then the student will be more likely to learn to cope effectively with a wide variety of reading tasks as an independent reader. (HOD)

Vande Kopple, William J.

Experiments on the Readability of Natural Expository Paragraphs with Identical or Related Sentence Topics.

Pub Date- 81
Note-15p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Coherence, Cohesion (Written Composition), College Students, *Connected Discourse, *Discourse Analysis, Expository Writing, Higher Education, High Schools, High School Students, *Paragraph Composition, *Readability, *Reading Research, Writing Research

To test the hypothesis that paragraphs composed of sentences with identical or closely related topics (the grammatical subject and its adjuncts) would be easier to read than a paragraph whose sentence topics were only remotely related, two experiments on the readability of paragraphs were conducted. The first experiment involved subjective judgments by 40 high school and 20 college students on the readability of two pairs of paragraphs. The second experiment involved five-minute timed typing tests of pairs of paragraphs. Subjects participating in this second experiment were 14 beginning typing students, 18 students with 36 weeks of typing instruction, and 12 secretarial students with 36 weeks of typing instruction. The data from these experiments strongly supported the hypothesis. The students in the first experiment tended to choose paragraphs with identical or related topics, and the typists tended to make fewer errors while typing at a faster rate using the paragraph with identical or related topics. (RL)

ED 209 632 CS 006 321

Comerford, Linnie Sue

Teaching Home Economics Content Material in an Individualized Reading Skills Laboratory.

Pub Date- 80

Note-69p.

Pub Type- Reports - Research (143) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Content Area Reading, Grade 8, *Home Economics, Home Economics Skills, *Individualized Instruction, Junior High Schools, Nutrition, Reading Difficulties, *Reading Improvement, Reading Instruction, *Reading Skills, *Remedial Reading, Self Concept, Student Motivation, Teaching Methods

Eighth grade students whose reading achievement scores fell between second and fourth grade level were given an individualized self-concept approach to reading instruction in home economics. Causes for their reading difficulties were identified as lack of interest in school, no set goals, poor attitudes, poor attendance and suspensions, and disadvantaged learning the students who had not learned the basic skills needed to be able to function in school. Students worked in a home economics laboratory that was conducted as a reading laboratory for a six-week period. Two indepth lessons were involved: in the first, students were told the story of Hansel and Gretel and asked to make a gingerbread house; in the second, the students studied nutrition and kept track of their own nutritional habits. A consumer education part of the course involved learning to read labels. At the end of the six-week period, 62% of the students had made gains in vocabulary, 43% had made gains in comprehension, 52% had improved their grades, 75% had improved their self-concept as witnessed by their social behavior, and 63% showed more enthusiasm for home economics. (Appendixes include materials that were used during the course.) (HOD)

ED 209 633 CS 006 325

Anderson, Betty Joels, Rosie Webb

Primary Grade Content Reading: Why and How.

Pub Date-Nov 80

Note-22p.; Paper presented at the Annual Meeting of the Southeastern Regional Conference of the International Reading Association (6th, Norfolk, VA, November 12-15, 1980).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Class Activities, *Content Area Reading, English Instruction, Literature Appreciation, Mathematics Instruction, Primary Education, *Reading Instruction, *Reading Skills, Science Instruction, Social Studies, *Teaching Methods, *Vocabulary Development

The features of content area materials that can be manipulated to improve primary grade content area reading instruction are explored in this paper. Sections of the paper examine organizational patterns, writing styles, vocabulary, and other characteristics of science, social studies, literature, and mathematics materials at the primary grade levels, with suggestions offered for creating activities to improve students' reading skills in these subject areas. A mathematics vocabulary list for use in the kindergarten and first grade is appended. (RL)

ED 209 634 CS 006 340

Beech, John R.

The Effects of Spelling Change on the Adult Reader.

Pub Date-81

Note-38p.; Paper presented at the Annual Meeting of the International Conference on Reading and Spelling (3rd, Edinburgh, Scotland, July 31-August 3, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adoption (Ideas), Adults, *Change Strategies, *Orthographic Symbols, *Reading Research, *Spelling, Spelling Instruction

Identifiers-*Spelling Reform

Two new spelling systems, Regular Spelling (RS) and World English Spelling (WES), were tested for their effects on 26 adults. The subjects read passages in one of these new orthographies, timed themselves, completed a comprehension test, and rated the ease of learning to spell and to read the new orthography in relation to traditional orthography. It was found that WES, a phonetic system, impaired the reading rates of adults; but RS, a system uniformly applying the most frequent of existing spelling rules, only impaired reading in the initial stages of the experiment. After reading about 6,000 words of text, the impairment in reading rates in RS had disappeared. By the end of the experiment, spelling in both systems had not been completely mastered by subjects, but this was probably because the teaching of the spelling of the orthographies was treated as secondary within the experiment. (RL)

ED 209 635 CS 006 342

Oversight Hearing on Reading and Writing Achievement. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date-May 81
Note-106p.; Not available in paper copy due to small type.
Pub Type- Information Analyses (070) - Opinion Papers (120) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, *Government Role, Hearings, *National Competency Tests, National Surveys, Parent Role, *Reading Instruction, *Reading Skills, Teacher Role, Writing Evaluation, Writing Instruction, *Writing Skills
Identifiers-*National Assessment of Educational Progress

This transcript of a hearing held by the Subcommittee on Elementary, Secondary, and Vocational Education of the United States House of Representatives focuses on the findings of two surveys conducted by the National Assessment of Educational Progress (NAEP): the third national reading assessment and the third writing assessment. The transcript contains statements by Roy H. Forbes, director of NAEP; Marjorie Farmer, representing the National Council of Teachers of English; Roger Farr, past president of the International Reading Association; William H. Gray, a Representative from Pennsylvania; and Phyllis Schlafly, president of the Eagle Forum. In addition to these statements, the transcript provides prepared statements, letters, and supplemental materials pertinent to the hearing. (FL)

ED 209 636 CS 006 344

Tutolo, Daniel
Beginning Reading in Italy.
Pub Date- 80
Note-17p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Beginning Reading, Cross Cultural Studies, Educational Philosophy, *Educational Practices, Elementary Education, Foreign Countries, *Language Experience Approach, *Reading Instruction, *Teaching Methods, *Writing Instruction
Identifiers-*Italy, *Reading Writing Relationship

Teaching practices in Italy, where teachers combine three different methods for teaching reading, may provide insight into ways to improve methodologies in the United States. The first method is the natural method, which, unlike American methods, teaches reading and writing simultaneously with the emphasis on writing. The teacher writes as children dictate, then the children copy the teacher's writing, first words then sentences. The second method of teaching reading and writing is the phonic/syllabic, or traditional, method in which vowels are introduced, then consonants, then whole words and word parts, all reinforced by writing. The third method is the global method, which is rooted in vocabulary, particularly idiomatic expressions. Qualifying or signal words that change the meaning of the text are stressed with children writing an essay or reading a story following exercises using such words. The school printing press is also widely used by Italian children. Because of the emphasis on writing, far fewer books are available for children's use in Italy. Instead, extensive use is made of newsprint, chart paper, index cards, and teacher made materials. The concept of play, in the educational rather than recreational sense, is also predominant in Italian schools, reducing stress and intensity for children as they learn to read and write. (HTH)

ED 209 637

CS 006 345

Swanson, Beverly B.

The Beginner's Concepts about Reading, Attitudes, and Reading Achievement in Relationship to Language Environment.

Pub Date-Nov 81

Note-18p.; Paper presented at the Annual Meeting of the University of South Carolina Conference of Educational Research (Columbia, SC, November 6-7, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Beginning Reading, Grade 1, *Language Experience Approach, Primary Education, Reading Achievement, *Reading Attitudes, *Reading Instruction, *Reading Research

Thirty-three first grade classrooms in Georgia were observed to determine the state of language experience instruction and to examine whether such instruction makes a difference in students' awareness of the reading purpose, their knowledge of instructional terminology, their reading attitudes, and their reading achievement. The Allen Level of Implementation Scale (ALIS) was used to determine the level of implementation of language environment. Students were administered a battery of tests to guage their reading attitudes, reading achievement level, and linguistic awareness. A measure of socioeconomic status was also administered. The findings revealed a general lack of language experience instruction in the classrooms; instead, teachers generally used basal reader guides. Although no significant correlations were found between implementation of language environment and the other variables, socioeconomic status did appear to have an impact on the student sample with the lowest ALIS rating, suggesting that offering first grade students language experiences can deter the effects of socioeconomic status. (FL)

ED 209 638 CS 006 346

Mikkelsen, Vincent P.

The Effects of a Modified Neurological Impress Method on Developing Decoding Skills.

Pub Date-Nov 81

Note-9p.; Paper presented at the 1981-1982 East Carolina University Library Science Lecture Series (Greenville, NC, November 13, 1981).

Pub Type- Reports - Research (143) -- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Processes, *Decoding (Reading), Elementary Secondary Education, *Reading Instruction, Reading Materials, *Reading Research, Reading Skills, *Remedial Reading, Tape Recordings, *Teacher Role

Identifiers-*Neurological Impress Method, *Read Along

A study evaluated the effects that a modified neurological impress method (a process whereby a student and a teacher read simultaneously) had on developing a student's decoding skills. Forty-two students in grades one through eight were randomly assigned to one of four groups: (1) a control group; (2) a group in which students read simultaneously with a tape recorder for 15 minutes a day, four days a week for three weeks using teacher assigned materials at the student's frustration reading level; (3) a group in which students read simultaneously with the tape recorder for the same amount of time, but using materials at each pupil's independent reading level; and (4) a group in which students read materials with a teacher in a traditional neurological impress method setting. Each student was pretested and posttested with an oral reading measure. The results indicated that tape recorded sessions using teacher assigned materials written for the pupil's frustration level produced significant growth in decoding skills. (FL)

ED 209 639 CS 006 349

Schmelzer, Ronald V.; Brozo, William G.

Reading and Study Behavior: A Review of the Behavioral Literature with Conclusions and Implications for Developmental Educators.

Pub Date-Oct 81

Note-25p.; Paper presented at the Annual Meeting of the College Reading Association (25th, Louisville, KY, October 29-31, 1981).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Adult Education, Anxiety, *Behavioral Science Research, *Behavioral Sciences, *Contingency Management, Higher Education, *Learning Processes, Positive Reinforcement, Reading Achievement, Reading Improvement, Remedial Reading, *Study Skills

Identifiers-*Behaviorism

To ascertain the relevancy of behavioral psychology to those who are engaged in developmental work with college and adult students, this paper reviews articles found in several journals concerned with that discipline. The articles reviewed were chosen as representative of those pertaining to achieving academic success and are organized into five major categories: contingency management, including contracting; reading; academic performance; treatment of anxiety, including desensitization; and the use of behavioral procedures to predict success. Based on the literature review, the paper presents six conclusions: (1) learning is a contingent activity; (2) almost anyone can learn if the task is broken down into small enough steps; (3) anxiety can be a debilitating state for an individual; (4) the control of the environment in the form of contingency management, particularly contracting, can be used to help an individual accomplish his or her learning goals; (5) genuine concern for the individual is necessary if treatment is to be successful; and (6) investigations into the improvement of various forms of learning should be limited, for the moment, to results rather than processes. (FL)

Schell, Leo M., Ed.
Diagnostic and Criterion-Referenced Reading Tests: Review and Evaluation.
International Reading Association, Newark, Del.
Report No.-ISBN-0-87207-731-4
Pub Date-81
Note-92p.
Available from-International Reading Association, 800 Barksdale Rd., P. O. Box 8139, Newark, DE 19711 (Order No. 731, $4.00 member, $6.00 non-member).
Pub Type- Books (010) - Reports - Evaluative (14[illegible]) - Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Criterion Referenced Tests, *Diagnostic Tests, Reading Diagnosis, *Reading Tests, Testing Problems, *Test Reliability, Test Reviews, *Test Validity

Intended to help educators select diagnostic and criterion referenced reading tests for their specific purposes, this book contains reviews of nine individual and three group tests. The reviewed tests were selected for their ''importance'' from a list of 34 and were reviewed by experts according to their descriptions of content, test development, aspects of validity and reliability, ease of administration and scoring, and manual quality. The individual tests reviewed are (1) the Botel Reading Inventory, (2) the Classroom Reading Inventory, (3) the Diagnostic Reading Scales, (4) the Durrell Analysis of Reading Difficulty, (5) the Gates-McKillop Reading Diagnostic Tests, (6) the Gilmore Oral Reading Test, (7) the Peabody Individual Achievement Test, (8) the Sucher-Allred Reading Placement Inventory, and (9) the Woodcock Reading Mastery Tests. The group tests reviewed are the Individualized Criterion-Referenced Tests, the Prescriptive Reading Inventory Levels A and B, and the Stanford Diagnostic Reading Tests. (FL)

ED 209 641 CS 006 351

Reading, Thinking and Writing: Results from the 1979-80 National Assessment of Reading and Literature.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency-National Center for Education Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.

Report No.-ISBN-0-89398-110-9; NAEP-11-L-01

Pub Date-Oct 81

Contract-OEC-0-74-0506

Grant-NIE-G-80-0003

Note-82p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Criterion Referenced Tests, *Critical Reading, *Critical Thinking, Elementary Secondary Education, *Literature Appreciation, *National Competency Tests, Reading Comprehension, Reading Skills, *Student Evaluation, *Writing Skills

Identifiers-*National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

The results of the 1979-80 reading and literature assessment conducted by the National Assessment of Educational Progress (NAEP) are contained in this report. In addition to the national results, the report describes the performance of 9-, 13-, and 17-year-old students in various cohorts defined by geographic region, sex, race/ethnicity, parental education, and size and type of community. The primary focus of the report is upon the written responses of students to works of literature when they were asked to analyze them, defend their initial reactions to the works, evaluate works, or simply respond to them in any way they deemed appropriate. In addition, the report provides information about the students' reading habits and attitudes, as well as their knowledge of literary works, characters, and conventions. The findings presented in the report indicate (1) that most students lacked systematic strategies for examining what they read in order to understand it fully, and (2) that although students could make sound initial responses to works, they did not appear to know how to support or explain their responses in any but the most superficial ways. The report discusses the implications of the findings and suggests that school administrators and teachers take a variety of steps to address the problems raised by them. Primary type of information provided by report: Results (Selective) (Change). (FL)

ED 209 642 CS 006 352

Swaney, Joyce Hannah And Others
Editing for Comprehension: Improving the Process through Reading Protocols.
American Institutes for Research, Washington, D.C.; Carnegie Mellon Univ., Pittsburgh, Pa.; Siegel & Gale, Inc., New York, N.Y.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-AIR-TR-14
Pub Date-Jun 81
Contract-400-78-0043
Note-52p.
Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adults, *Editing, *Reading Comprehension, *Reading Research, Writing Skills
Identifiers-*Protocol Analysis, *Revision (Written Composition)

Editing for clarity is essential in document design, but research suggests that even when used by skilled editors, the standard editing procedures are often limited in their effectiveness. Three experiments were conducted to explore the process of skilled editing in order to understand why it often fails and to determine what can be done to make it more effective. In the first experiment, 24 adults read four documents that had been revised for clarity using standard editing techniques. After reading each document, the subjects completed comprehension tests. The results showed that while three of the documents had been improved by revision, the fourth appeared to have been made worse. In the second experiment, protocols of subjects reading the fourth document were collected in order to pinpoint comprehension difficulties. The document was then revised to reduce the difficulties and administered to 12 new subjects. Comprehension tests from this third experiment revealed that the error rate on the revised version of the document had dropped dramatically. The findings of the experiments suggest that standard editing techniques, even when used by skilled editors, sometimes fail to improve clarity and that reading protocols can provide a powerful editing tool when standard editing techniques fail. (FL)

ED 209 643 CS 006 353

Ganger, Sonia And Others

Bibliographies and Summaries of Selected Articles in Reading Comprehension.

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Innovation and Development.

Pub Date-80

Contract-300-77-0492

Note-165p.

Pub Type- Collected Works - General (020) - Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Artificial Intelligence, *Coherence, *Discourse Analysis, Language Acquisition, *Language Processing, Learning Disabilities, Linguistics, Memory, *Reading Comprehension, Reading Instruction, *Reading Research, *Recall (Psychology), Theories

Identifiers-*Schemata

The 34 summaries contained in this collection represent the theoretical positions and the empirical studies of a wide variety of investigators currently working in the field of language comprehension.

The entries summarize contributions from the areas of assessment, artificial intelligence, cognition (including scheme theory), instruction, linguistics, learning disabilities, and memory. Topics of individual reports include the following: (1) levels of processing in reading, (2) the structure of speech perceptions, (3) children's comprehension of syntactic structures, (4) the representation of common sense knowledge fragments, (5) logical and semantic structures of knowledge acquired from discourse, (6) acquiring new information as a process in comprehension, (7) semantic and expressive elaboration in children's narratives, (8) content variables that affect comprehension and recall, and (9) story structure and recall. A bibliography contains 55 additional references on comprehension theory and research. (RL)

ED 209 644 CS 006 355

Arganbright, Esther

Improving Reading Comprehension.

Pub Date-Oct 81

Note-8p.; Paper presented at the Annual Meeting of the Plains Regional Conference of the International Reading Association (9th, Des Moines, IA, October 22-24, 1981).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Content Area Reading, Elementary Education, Questioning Techniques, *Reading Comprehension, *Reading Instruction, Reading Material Selection, *Teaching Methods, *Vocabulary Development

Identifiers-*Prereading Activities, Schemata

A recent study found that mentioning,'' or saying just enough about a topic to allow for an assignment related to it, had supplanted instruction in reading comprehension in grades three through six. As a replacement to mentioning,'' a preteaching'' unit has been developed that concentrates on development of textbook vocabulary, identifying students' concept levels, building a frame of reference using the students' vocabulary, and teaching cue words. All of these activities take place before a reading assignment is given and are not graded, thus relieving anxiety. In order for the teacher to know the problems the student will face in the materials to be presented, a careful examination of the materials must be made with regard to their difficulty, the different concepts presented, readability, and vocabulary. The types of vocabulary that should be defined are (1) technical, (2) general, (3) high frequency, (4) structurally difficult, (5) multiple meaning, and (6) the students' own vocabulary. Cue or signal words and connectives are also taught to aid in comprehension. For testing situations, the teacher shows students how to summarize, compare and contrast, or put into chronological order. Through different levels of questioning, a teacher can gradually bring students to an inferential reading level. Above all, students must be allowed adequate time to give well-thought-out answers during questioning sessions. (HTH)

ED 209 645 CS 006 356

Jansen, Mogens

The Disabled Reader in a Changing World and Full Participation.

Pub Date-Aug 81

Note-36p.; Paper presented at the Annual Meeting of the European Conference on Reading (2nd, Joensuu, Finland, August 2-5, 1981). Best copy available.

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Diachronic Linguistics, Educational Change, Educational Needs, Foreign Countries, Illiteracy, Individual Needs, *Literacy, *Reading Instruction, *Reading Skills, *Social Change, *Writing Skills

Identifiers-Denmark

The nature of reading has changed over the course of time. As more people learned to read and write, the rules became firmer, that is, readers became bound to the forms of the printed text so that rules of the written language became a necessity. Fifty years ago, adults in Denmark who had difficulty in reading could manage tolerably well, though only at a few places within the industrial society. Twenty-five years ago, it was rare for Danes not to be fairly good readers, and today the Dane who cannot read is an invalid while the one who cannot write faces even more difficulties. Every single change in industry increases the requirements for knowledge, and every single change increases the demands for reading and writing. Although the reading of a runic stone and of a computer display unit share some common features, each requires a different power of abstraction, development of concepts, attitude, level of complexity, and previous knowledge. In communication, reading must not be allowed to disappear; educators must teach students that reading is also content and that, among other things, reading is important for the continuation of cultural heritage and for the enlargement of knowledge. We cannot define the possibilites that will be contained in "reading" in just one or two decades from now, but we can try to extrapolate some of what we can now see in the light of change. (HOD)

ED 209 646 CS 006 357

Townsend, Michael A. R.

Flexibility of Schema Shifting in Good and Poor Readers.

Pub Date-Apr 81

Note-25p.; Paper presented at the Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes, *Discourse Analysis, Grade 3, Primary Education, *Reading Comprehension, Reading Difficulties, *Reading Research, Reading Skills

Identifiers-*Schemata, Schema Theory

The schema theory of reading comprehension holds that an active interplay exists between the reader's cognitive structures (schemata) relevant to a text and the text itself. A study examined whether children varying in reading comprehension ability showed differences in the deployment of cognitive structures specifically, whether good and poor readers showed similar flexibility in shifting between familiar schemata. Twenty good and twenty poor third grade readers listened to two short passages about familiar daily activities. Comprehension of the second passage demanded a shift in schemata, and only half the children were explicitly cued to that shift. Analyses of free recall and interview responses indicated that although good readers recalled more information, there was similar flexibility of schemata shifting for both good readers and poor readers. (FL)

ED 209 647 CS 006 358

Baumann, James F.

Children's Ability to Comprehend Main Ideas after Reading Social Studies Textbooks.

Pub Date-Dec 81

Note-15p.; Paper presented at the Annual Meeting of the American Reading Forum (2nd, Sarasota, FL, December 10-12, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes, *Content Area Reading, Elementary Education, Grade 3, Grade 6, *Reading Comprehension, *Reading Research, *Reading Skills, *Textbook Content

The ability to comprehend the gist and the main ideas of a passage are important textbook reading skills. Since research into children's ability to extract the central thoughts from prose has produced mixed findings, a study was undertaken to determine how skillful children are at comprehending the gist and the main ideas of a passage. To insure that the findings could be generalized to actual classroom reading behavior, the study was conducted in a naturalistic setting 83 third grade and 89 sixth grade students in their own classrooms read unaltered expository prose from existing textbooks. Main idea comprehension was assessed through a series of traditional reading comprehension measures. The results indicated that the students tended not to comprehend either the gist of an entire passage or its main ideas. The findings suggest that educators should continue to teach students how to comprehend main ideas, especially in content area reading materials. (FL)

ED 209 648 CS 006 359

Paulson, Peter L.

A Method for Taking Structured Notes from Textbooks.

Pub Date-Oct 81

Note-13p.; Paper presented at the Annual Meeting of the College Reading Association (Louisville, KY, October 29-31, 1981).

Pub Type- Guides - Classroom - Learner (051) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Content Area Reading, Higher Education, *Study Guides, *Study Skills

Identifiers-*Note Taking

A method for taking structured notes from textbooks uses a set of forms applicable to the texts in almost any content area. The two major goals of this method are using all parts of the textbook chapter and placing all parts of a chapter in context. The structured notes both focus on the content and force the students to synthesize and paraphrase. The forms call for a written response to each part of the chapter and make it easier to see how one part is related to the next by condensing concepts. The form for the chapter introduction includes spaces for the title, main idea, and minor ideas. There is a separate sheet for each subheading, which includes spaces for the main idea and five supporting points. Students also note the illustrations, writing an explanation of the tie between the illustration and the point of the text it illustrates, and list new vocabulary. A third sheet provides space for a chapter summary, either outlined from the summary in the text or extracted by the student from prior notes. A fourth sheet is provided for questions or exercises at the end of a chapter. The forms are intended for use in the first few weeks of a course with substantial reading, until each student adapts them to his or her needs. (Samples of the form containing notes are included.) (HTH)

ED 209 649 CS 006 360

Gillis, M. K.

Influence of Background Experience and Interest on Instructional Level of Adult Beginning Readers.

Spons Agency-Texas Education Agency, Austin. Div. of Adult Programs.
Pub Date-Oct 81
Contract-TEA-11320104
Note-14p.; Paper presented at the Annual Meeting of the College Reading Association (25th, Louisville, KY, October 29-31, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Adult Basic Education, *Adult Reading Programs, Adults, *Beginning Reading, Reading Instruction, *Reading Material Selection, *Reading Research

To establish criteria for the selection of appropriate reading materials for adult beginning readers, a study was conducted to determine such readers' instructional level and ability to answer literal and higher level questions in three types of materials: narrative, familiar content, and unfamiliar content. Twenty-one adult learners reading at the first through fifth grade levels read narrative selections from each of the three types of materials then answered eight passage-dependent questions. Instructional level in each type of material was defined as the highest level at which the subject responded correctly to five out of eight questions. The results indicated that instructional levels in the three types of materials were significantly different: the instructional level for unfamiliar content materials was lower than the levels for narrative and familiar content materials. In all three types of materials, adult beginning readers scored significantly higher on literal level questions. The results indicated that the teachers who recommended the subjects had either over- or underestimated the general reading instructional level of almost half the students with most overestimating the level. The findings suggest that teachers of adult beginning readers need to be taught more accurate means of assessing reading instructional materials. (HTH)

ED 209 650 CS 006 361

Gillis, M. K.

Federal Support Has Resulted in Effective Programs for Poor Readers in Small Schools.

Pub Date-Oct 81

Note-10p.; Paper presented at the Annual Meeting of the College Reading Association (25th, Louisville, KY, October 29-31, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Compensatory Education, Elementary Education, *Program Effectiveness, Reading Instruction, *Reading Programs, Reading Research, School Support, *School Surveys, *Teacher Effectiveness

The goals of a four-year study of reading instruction conducted in 1976 were (1) to describe and analyze compensatory reading programs at grades two, four, and six; (2) to determine how compensatory programs related to student reading achievement improvement; and (3) to obtain detailed descriptions of unusually effective compensatory reading programs. The study began with a questionnaire to principals and teachers in over 700 randomly selected schools across the nation. The study ended with an intensive study of five schools with unusually effective compensatory reading programs. The results indicated that effective reading programs for poor readers did not depend upon a specific approach, a special set of materials, or particular instructional techniques. Qualities the programs did have in common included the recognition of reading as an important instructional goal with priority assigned to it; allocation of a large proportion of instructional time to reading and language arts instruction; the use of best resources, people, and materials; the availability of a variety of materials for meeting individual reading needs; concerned teachers who were excited about and involved in the reading program; and leadership to get the whole staff behind the program. (HOD)

ED 209 651 CS 006 363

Bartels, Laura Grand Feinbloom, Jessica

Differential Memory of Picture and Word Stimuli in a Paired-Associate Learning Task.

Pub Date-Apr 81
Note-8p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, NY, April 22-25, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students, Higher Education, Instructional Materials, Learning Modalities, *Paired Associate Learning, *Pictorial Stimuli, *Reading Research, *Recall (Psychology), *Recognition (Psychology), Verbal Stimuli, *Visual Learning

Ten concrete nouns represented in either a pictorial or a linguistic mode and accompanied by ten nonsense syllables were shown to 77 college students in a study of how pictorial stimuli varied in recall and recognition tasks. The group receiving pictorial stimuli recalled and recognized significantly more nonsense syllables than did the group receiving written stimuli. Regardless of mode of presentation, significantly more nonsense syllables were recognized than recalled, adding further support for the effectiveness of pictures in learning situations. (Author/RL)

ED 209 652   CS 006 364

Verhoeven, Ludo T.

Diagnostic Evaluation in the Initial Tuition of Reading and Spelling.

Centraal Inst. voor Toetsonwikkeling, Arnhem (Netherlands).

Pub Date-Aug 81

Note-13p.; Paper presented at the Annual Meeting of the European Conference on Reading (2nd, Joensuu, Finland, August 2-5, 1981).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Beginning Reading, Formative Evaluation, Learning Processes, Primary Education, *Reading Diagnosis, *Reading Instruction, *Reading Tests, Spelling Instruction, *Test Construction, *Test Validity

Reporting on the construction and validation of instruments for the evaluation of students in the first stages of reading and spelling instruction, this paper first discusses how teachers themselves can determine a student's learning progress with the help of evaluation instruments. Distinguishing between formative evaluation and diagnostic evaluation, the paper then provides a discussion of the construction of a set of tests that can be used in both ways. The paper argues that the tests make it possible for teachers to apply psychological principles of learning to read to the design of interventions that will improve student reading performance. (FL)

ED 209 653 CS 006 367

Schell, Leo M.

How Accurate Are Oral Reading Tests?

Pub Date-Oct 81
Note-14p.; Paper presented at the Annual Meeting of the Plains Regional Conference of the International Reading Association (9th, Des Moines, IA, October 22-24, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Error of Measurement, Informal Reading Inventories, *Oral Reading, *Reading Tests, Scores, Scoring, Standardized Tests, *Testing Problems, *Test Reliability, *Test Validity

Errors in oral reading tests result from inaccuracies that tend to creep in because children are not totally consistent while taking a test and from inaccuracies caused when the examiner does not catch a word recognition error, giving credit for an answer that is more wrong than right or vice versa. Every test contains a standard error of measurement (SEM), indicating how much an individual's score is likely to fluctuate on repeated testings. Some standardized oral reading tests also report this, but SEMs are almost totally ignored by authors of informal or standardized oral reading tests. An examination of recently published informal reading inventories revealed that three of five did not mention that the obtained score was not totally accurate and dependable. In the other two, only a sentence or two at the end of the manual hinted that the results might need to be verified. The same also is true of two recently revised standardized oral reading tests. Studies have shown how subjective the scoring of oral reading tests is and the amount of examiner error these scores contain. The score one receives definitely depends upon who is doing the scoring. Reading instructors should abandon the idea that a score on an oral reading test represents a point on a continuum and substitute for it the more reasonable notion that the score lies within a band of scores at least a grade level in range. (HOD)

Duncan, Patricia H. Goggin, William F.

Reading Habits, Patterns, and Interests of Older Active Readers.

Pub Date-Dec 81
Note-18p.; Paper presented at the Annual Meeting of the American Reading Forum (2nd, Sarasota, FL, December 10-12, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Gerontology, Individual Characteristics, Lifelong Learning, *Older Adults, *Reading Habits, *Reading Interests, *Reading Research

As the number of older adults in the United States increases, more must be understood about their reading behaviors so that adequate services might be provided for them. In addition, carefully documented reading behaviors might yield valuable clues to the early establishment of lifelong reading habits. With these goals in view, a study investigated the reading habits and interests of retired adults who were active lifelong readers. Twenty-one adults with various educational levels were interviewed in the study. The following characteristics emerged from the interviews and appeared to be consistent across the range of educational levels: (1) active retired adult readers started reading early in life with the support and guidance of family members; (2) good readers were aware of literary resources and continued to enjoy similar types of reading materials throughout their lives; (3) the adult readers added new types as environmental influences changed and discarded other types of materials when they were no longer relevant; (4) for these people, reading was personal and most were content with a minimum of social interaction related to reading; (5) as a group, these people were articulate, alert, and mentally active; and (6) the readers maintained a sense of humor and had other interests to complement their reading. (FL)

ED 209 655 CS 006 370

Cloer, Thomas, Jr.

Factors Affecting Comprehension of Math Word Problems A Review of the Research.

Pub Date-Dec 81
Note-17p.; Paper presented at the Annual Meeting of the American Reading Forum (2nd, Sarasota, FL, December 10-12, 1981).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Content Area Reading, Elementary Secondary Education, *Mathematical Applications, *Problem Solving, Readability, *Reading Comprehension, Reading Research, Reading Skills, Vocabulary Development
Identifiers-*Word Problems

The research focusing on students' comprehension of mathematical word problems can be viewed from the math educator's perspective, the reading educator's perspective, or a pedegogical perspective. Math educators emphasize the math aptitude of the learners, a view suggesting that students must possess certain understandings to succeed in mathematics, and that the correlation between math computation skills and the reading of math word problems should be positive and high. While the math educator's perspective has support in the research literature, certain reading skills are also important for success in solving math word problems. Vocabulary development and literal interpretation of the problem seem crucial, while textbook readability is another major factor to consider. Three experiments have demonstrated that three factors interfering with reading and solving math problems that are amenable to instruction are absence of a diagram, presence of extraneous information, and incorrect order of numerical information. A significant percentage of the variance observed on math tests is determined by reading comprehension strategies. This suggests that the math educator's perspective must be expanded to include something in addition to math concepts, generalizations, and number facts. All three perspectives have valid support and offer assistance to educators in teaching skills for solving math word problems. (HOD)

ED 209 656 CS 006 371

Rupley, William H. And Others

Identification of Reading Instructional Practices Employed by Elementary Teachers.

Pub Date-Dec 81
Note-14p.; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Comparative Analysis, Elementary Education, Elementary School Teachers, Grade 3, Grade 6, Longitudinal Studies, *Reading Instruction, *Reading Research, Success, *Teacher Effectiveness, *Teaching Methods

A six-year-long study investigated the reading instructional strategies used by elementary school teachers and identified those strategies used by effective and less effective teachers. At two-year intervals, all third and sixth grade teachers who taught reading in self-contained classrooms were classified as high, average, or low effective teachers. Effectiveness was determined by comparing students' predicted end of year reading achievement with their actual performance. The 64 teachers in the study also completed questionnaires that elicited information about their instructional practices, including skill sequencing, diagnostic record keeping, group organization and instruction, and materials used. The results showed that effective teachers at both grade levels used fewer reading groups than did less effective teachers, and the more effective teachers relied upon commercial skill charts connected directly with a basal reader series, while less effective teachers relied more heavily on teacher prepared charts. All teachers in the study kept diagnostic records, but the more effective teachers placed more emphasis on basal reader diagnostic level tests and less effective teachers on teacher made tests. All teachers used flexible grouping procedures; however, effective teachers used progress as the criterion for changing students from one group to another while less effective teachers used lack of progress as the criterion. Effective teachers relied heavily on basal readers, while less effective teachers did not. (FL)

ED 209 657 CS 006 374

Altwerger, Bess Goodman, Kenneth S.

Studying Text Difficulty through Miscue Analysis. Program in Language and Literacy. Occasional Paper Number 3.

Arizona Univ., Tucson. Coll. of Education.

Spons Agency-National Inst. of Education (ED), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 81

Note-30p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Processes, Cross Cultural Studies, Elementary Education, Error Analysis (Language), Interaction Process Analysis, Interference (Language), *Miscue Analysis, *Reading Comprehension, *Reading Difficulties, Reading Processes, *Reading Research, Structural Analysis (Linguistics), *Syntax

Identifiers-*Prose Learning

As part of a larger study of the oral reading of elementary school students representing eight linguistic populations in the United States, a study was conducted to discover why readers make the same miscues at the same point in a text and to discover factors in the text that contribute to this phenomenon. Subjects were second, fourth, and sixth grade students who were Navajo, Hawaiian Samoan, Arab, and Texas Spanish second language speakers, as well as downeast Maine, Appalachian white, Mississippi rural black, and Hawaiian-pidgin dialect speakers. They were instructed to read aloud whole stories of considerable length and to recall all they could remember about the stories. Sentences that generated the highest rates of miscues per word per reader were then analyzed for aspects that contributed to those rates. The analysis confirmed that syntactic complexity was not the only contributor to miscues. Other factors causing miscues were (1) lack of relevant prior knowledge, (2) unfamiliar or unusual use of terminology, (3) weak syntax, (4) unpredictable simple structures, (5) unusual stylized syntax, (6) complex syntax, and (7) combinations of the above. The findings suggest that text difficulty cannot be understood completely without some investigation of the interaction between readers and the text, and that miscue analysis can provide data that reveal such interaction. (FL)

ED 209 658 CS 006 377

Eldridge, Roger G., Jr.

An Ethnographic Study of the Acquisition and Application of Reading Skills in One Elementary School Classroom.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Report No.-WRDCIS-TR-579

Pub Date-Aug 81

Grant-OB-NIE-G-81-0009

Note-309p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-*Content Area Reading, Grade 4, Grade 5, Intermediate Grades, *Reading Attitudes, Reading Comprehension, *Reading Instruction, *Reading Research, Reading Skills, *Social Studies, Student Attitudes, Teacher Attitudes

A study was conducted to examine and describe the knowledge and beliefs of elementary school teachers and students regarding the acquisition of reading comprehension skills during reading instruction and the application of those skills during social studies instruction. One teacher and 26 fourth and fifth grade students were observed daily over a four-month period. The focus of the observations was on the reading group discussion sessions that the teacher conducted with each of nine reading groups in the classroom. Interviews were also conducted with the teacher and with individual students. The results indicated that the teacher had developed a teaching perspective that revolved around the use of discussion of story content to teach the comprehension skills that he deemed important for lifelong reading. He had organized his social studies instruction around the practice and application of those skills. He used several plans for grouping students for instruction, and had developed his own materials for teaching comprehension. The children's ideas concerning reading and reading instruction included the following: (1) reading is comprehension, (2) reading is reading aloud, (3) workbook exercises do not help in understanding a story or in developing reading skills, (4) children who read aloud with the teacher have difficulty with reading, and (5) reading skills learned in elementary school will help in high school. (Excerpts from teacher/student discussions are appended.) (FL)

ED 209 659 CS 006 378

Stevens, Barbara
Children's Awareness of Story Order.
Wisconsin Univ., Madison. Research and Development Center for
Individualized Schooling.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No: WRDCIS-TR-577
Pub Date-Jun 81
Grant-OB-NIE-G-81-0009
Note-68p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Age Differences, *Cognitive Processes, Developmental Stages, *Discourse Analysis, Elementary Education, Narration, *Reading Comprehension, *Reading Research, Structural Analysis (Linguistics)
Identifiers-Prose Learning, *Story Grammar

A study was conducted to determine the role of story grammar in children's ability to detect misplaced information in simple narratives. The subjects, 27 second grade and 25 fifth grade students, each read six stories that had been developed for the study. The stories were one-episode narratives comprised of six grammatical categories with two propositions per category. The six categories were setting, initiating event, internal response, attempt, consequence, and reaction. Six event sequence orders were used in the stories, five representing either the movement of the internal response or the consequences, and the sixth representing the correct event ordering. After reading a story, each student was asked to answer a series of probe questions about it to discover how readily he or she had noticed the order violations. After answering the questions, the student was asked to construct a better story using the same sentences. The results indicated that children judged correctly ordered stories to be well-formed'' and sensible,'' but frequently identified disordered stories as being flawed.'' Developmental differences were found in the children's ability to use expectations for the sequence of a story, in determining when the story made sense, and in correctly reordering it. (FL)

ED 209 560 CS 006 380

Levin, Joel R.

Pictures as Prose-Learning Devices.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No.-WRDCIS-TP-93
Pub Date-Oct 81
Grant-OB-NIE-G-81-0009
Note-68p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Cognitive Processes, *Illustrations, Learning Theories, Long Term Memory, *Mnemonics, *Reading Comprehension, *Reading Improvement, *Reading Research, *Recall (Psychology)
Identifiers-*Prose Learning

Most popular strategies, including illustrations, for improving prose processing consist of procedures that force attention either to the text's macrostructure or to the organization and interconnections of its propositions. These strategies are assumed to enhance students' comprehension of the text as encoded, as well as to afford students an efficient storage and retrieval scheme for long-term recall of text information. However, with expository or instructional texts containing factual information that is unfamiliar, complex, abstract, or simply difficult to remember, comprehension strategies of the kind just described may not be suitable for enhancing long-term recall. Rather, mnemonic strategies that are designed expressly for storage and retrieval of difficult-to-remember information would seem to be preferable. This view is supported by several recent experiments showing that prose-learning strategies combining the critical components of comprehension-directed techniques with those of memory-directed techniques will ultimately prove to be the most successful. (FL)

ED 209 661 CS 206 326

Poston, Thomas H.

Investigating the Psychological Reality of Generic Characteristics of Short Stories.

Pub Date- 80
Note-34p.; Research prepared at the University of North Carolina at Chapel Hill. Best copy available.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Processes, Discourse Analysis, Higher Education, Learning Theories, Literary Devices, *Reading Comprehension, *Reading Research, *Short Stories, Undergraduate Students
Identifiers-*Schemata, *Story Grammar

An experiment was conducted in which the story schema, an idealized representation of the parts of a typical story and the relationship among those parts, was derived inductively by examining a large number of actual published stories to extract their common properties. In addition to developing a schema that simultaneously defines the essential nature of stories and represents the psychological reality of story characteristics for readers, the project also sought to improve on previous story schema research by avoiding the use of self-generated or adapted stories or fairy tales. To minimize the possibility of subjects' previous familiarity with the stories, relatively obscure works were selected. Forty students were chosen from three classes of an undergraduate education course to assure a minimum reading and writing competence among the subjects. Each reader was asked to read and then retell one of the stories. The retelling was then analyzed to determine the degree to which it reproduced the schematic elements as they appeared in the original text of that story. The findings indicated: (1) strong support for the accuracy of the tested schema as representing the cognitive framework that readers use to interact with stories, (2) that retelling is superior to probing for ``real'' stories, (3) that the traditional category of ``setting'' is not indigenous to stories in the same way that the other schematic properties are, and (4) that stories vary in schematic density. (HOD)

ED 209 662 CS 206 532

Coe, Richard M.

Individualized Revision Heuristics and Other Techniques for Teaching Revision.

Pub Date-Mar 81
Note-14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Techniques, Higher Education, *Teaching Methods, *Writing Instruction, Writing Processes, *Writing Skills
Identifiers-Audience Awareness, Outlines, *Revision (Written Composition)

Writing teachers can use several techniques to focus student attention on revision and to guide students, revision processes. Asking students to make an outline of what they have already written (after the draft is complete, just before the conclusion is drafted, or when the writer is blocked and does not know what to write next) enables a writer to see the structure of what she or he has been saying. After the draft is complete, the outline functions as a basis for revision. Teachers can focus student attention on the rhetorical context by having them write brief descriptions of purpose, audience, and occasion on the cover sheets of their papers. Discussion of rhetorical context in class also helps student writers realize when revision is needed. Another way to help students see the potential in revision involves helping each student develop an individualized revision heuristic. The heuristic can be prepared by analyzing students' strengths and weaknesses as writers, or by having students choose questions from coursework and textbooks, then rephrase the questions to focus attention on individual weaknesses. (RL)

ED 209 663 CS 206 606

Howard, Darlene V.
Aging and Semantic Activation.

Pub Date-Aug 81
Note-12p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences, *Aging (Individuals), *Cognitive Processes, College Students, *Language Processing, *Language Research, *Long Term Memory, Older Adults, Recall (Psychology), Semantics, Word Recognition

Three studies tested the theory that long term memory consists of a semantically organized network of concept nodes interconnected by leveled associations or relations, and that when a stimulus is processed, the corresponding concept node is assumed to be temporarily activated and this activation spreads to nearby semantically related nodes. In the first study investigating semantic interference, it was found that both elderly subjects and college students took longer to call out the ink color when the printed word was semantically related to designated words held in memory than when it was not related. In the second study, elderly subjects showed at least as much semantic priming as younger subjects, that is, pairs of letter strings were identified as words more rapidly if the words were semantically related than when they were unrelated. In both studies the stimuli were highly associated with each other, so a third study was conducted, varying the degree of association, to see whether age differences in priming would appear for less highly associated pairs. Participants were asked to state whether pairs of letter strings printed one above the other were words, with the response time recorded. The results showed that the magnitude of the priming effect did not vary with age or with associativity of word pairs, thus indicating that automatic processes do not change during aging. (HTH)

ED 209 664 CS 206 619

Kolczynski, Richard G.
Elementary School Language Arts: A Basic Philosophy.
Pub Date- 80
Note-7p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum, *Curriculum Development, *Educational Philosophy, Elementary Education, Guidelines, *Language Arts, *Student Centered Curriculum, Student Needs, Teacher Role, Teaching Methods

Following a statement of philosophy for developing an elementary school language arts curriculum, this paper presents a list of assumptions to serve as a guide to the many criteria that should influence educators' decision making as they plan language arts programs. The assumptions, developed by a committee of teachers and administrators from one public school district, include the following: (1) children have a right to their own language; (2) teachers should accept and use children's language patterns as springboards for instruction; (3) learning experiences should reflect sound principles of psychology and children's developmental characteristics; (4) teachers should recognize each child's best mode of learning and provide appropriate instruction and experiences; (5) learning occurs as the result of an interaction of previous experiences, subject matter, teaching methods, and materials; (6) the goal of instruction should be the development of creative and competent producers and consumers of language, which is best achieved through an emphasis on the creative arts of English; (7) the student should be an active participant in learning; (8) student centered approaches should be used whenever appropriate; and (9) evaluation should include a variety of procedures and should be based on the goals to be accomplished. (FL)

ED 209 665 CS 206 621

Langer, Judith A.
What Students Know and What They Write: Ways to Focus a Writing Conference.
Pub Date-81
Note-9p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Processes, Higher Education, *Prewriting, *Prior Learning, Student Teacher Relationship, Writing (Composition), *Writing Instruction, Writing Processes
Identifiers-*Teacher Student Conferences

During writing conferences, many teachers impose their own ideas and attitudes on the student's essay, and often are not sure how else to help their students arrive at changes that will improve their writing. Understanding or assessment of a student's prior knowledge about the topic can be very helpful to a teacher in shaping the conference and paper under discussion. Brainstorming is a powerful prewriting activity that helps students draw upon previous experience to discover what might be relevant about their writing topic. Students who know little about a topic need a special kind of conference that focuses directly on building the ideas or concepts being written about and provides suggestions for sources of further information or alternative topics. When students do know something about a topic but have not thought it through, the first draft often serves as a way to develop ideas. In this case, a productive conference might focus on what the student knows about the topic and how aspects of that knowledge are related to each other. A conference focusing on the linguistic or organizational aspects of a paper can be helpful for students who know a good deal about a topic and have thought it through already. (HTH)

ED 209 666 CS 206 625

Swenson, Dan H. And Others

Reducing the Number of Teacher-Graded Papers in the Teaching of Informational Business Writing.

Pub Date-Oct 81

Note-10p.; Paper presented at the Annual Meeting of the American Business Communication Association (Phoenix, AZ, October 14-17, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Business Correspondence, *Classroom Techniques, *Grading, Higher Education, Teacher Role, *Technical Writing, *Writing Instruction

A study was conducted to test the notion that effective business writing can be taught with half the usual'' number of teacher-graded papers, thereby allowing teachers to devote more of their time to more creative teaching strategies. Ten instructors and 29 sections of an informational writing class were involved in the study. The design of the study included two phases: a pretest-posttest analysis of each of the two instructional methods as well as a comparison of their relative effectiveness, and a regression analysis to predict posttest scores or final grades on the basis of American College Test (ACT), College Qualification Test (CQT), or pretest scores of writing ability. Although no significant predictor of writing achievement was found, the results indicated that information business writing can be taught effectively

with fewer teacher-graded papers. (Author/RL)

ED 209 667　　CS 206 626

Rosenblatt, Louise M.

The Transactional Theory of the Literary Work: Implications for Research.

Pub Date-Oct 77

Note-33p.; Paper presented at the Buffalo Conference on Researching Response to Literature and the Teaching of Literature (Buffalo, NY, October 1977). Best copy available.

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Discourse Analysis, *Educational Research, English Instruction, Higher Education, Literary Criticism, *Literature Appreciation, *Reading Processes, *Research Needs, Secondary Education

Identifiers-Author Reader Relationship, *Reader Response, *Transactional Analysis

The tendency to think of a literary work as an object or entity existing apart from author and reader has been the greatest stumbling block in literary criticism and the teaching of literature. The transaction between a reader and a text involves the reader in a highly complex, ongoing process of selection and organization. Keeping the reader's active process of evocation of the work central will have important implications for questions raised and methods used in both teaching and research. However, little has been done to help the student assimilate the aesthetic mode of relating to a text. Students need to learn to select and handle both the referents of the verbal signs and what they trigger within themselves. More studies are needed on the actual literary transaction or reading event. There is also a need for research on the differences between aesthetic and efferent (e.g., nonaesthetic, expository, or nonfictional) reading, at all levels, and on the kinds of elements in a written or oral response that can be judged to reflect the inward-looking, synthesizing activities leading to the crystallization of a sense of the work.'' In both content analysis and intuitive study of responses, it is important to recognize that various factors will have affected what is expressed as a response. As for teaching, research should focus on the transactional model, with its emphasis on the total situation in which the relationship with the text occurs. Moreover researchers must realize that the community, the ethos of the school, the total curriculum, and the cumulative emphases of the literary texts presented are settings for any encounter between a reader and a text in a classroom. (HOD)

ED 209 668

CS 206 629

Rodrigues, Raymond J.

Principles for Teaching Non-English Speaking Students in the Regular Classroom.

Pub Date-Nov 81

Note-13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (71st, Boston, MA, November 19-22, 1981).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Communication, Elementary Secondary Education, *English (Second Language), *English Instruction, *Non English Speaking, Oral Language, Peer Teaching, *Second Language Instruction, Student Participation, *Teacher Role, *Teaching Methods

Regular classroom teachers who, in addition to teaching their regular students, have to deal with students who do not speak English should follow certain principles in planning curricula and lessons for their non-English speaking students. These teachers should (1) distinguish formal classroom talk from informal talk; (2) allow opportunities for language learners to communicate with native speakers; (3) look for language patterns, words, and phrases that recur; (4) maintain a positive and encouraging attitude; (5) concentrate on the most important aspects of language first, rather than correcting every error that language learners make; (6) establish student-to-student relationships for the non-English speaking student; (7) provide oral tasks for the language learner first, then reading and writing tasks; and (8) prepare exercises based on the essential cultural elements the non-English speaking student must learn. These principles suggest an approach that makes as much use of peer tutors as possible so that the teacher is free to deal with the rest of the class. Also, working with peers involves the English language learner as much as possible in real communication situations. (HOD)

ED 209 669 CS 206 630

Stamm, Keith R. Fortini-Campbell, Lisa
Community Ties and Newspaper Use. ANPA News Research Report No. 33.
American Newspaper Publishers Association, Washington, D.C.
Pub Date-30 Oct 81
Note-9p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Involvement, *Media Research, *Newspapers, News Reporting
Identifiers-*Media Role, *Media Use

Going beyond the loosely defined but evocative ideas of previous research linking newspaper readership with ties to the local community, the two studies described in this report carefully distinguish between readers' sense of identification and their actual involvement in the community. The first study discussed in the report examines the impact of community involvement on newspaper use, explicating five components of community involvement: awareness, cognitive orientation, relating, correcting, and working for change. The second study detailed examines the relationship of newspaper use and community identification. The findings presented in the report reveal that both involvement and identification with the local residential community as a geographic place are more strongly related to newspaper use than are involvement and identification with any communities defined in terms of either formal or informal social groups. (HTH)

ED 209 670   CS 206 634

Brockley, M. Elissa And Others

Teaching Writing: Research Strategies. A Summer Curriculum Project 1981.

Dutchess County Board of Cooperative Educational Services, Poughkeepsie, N.Y.

Pub Date-81

Note-86p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Class Activities, *Classroom Techniques, Elementary Education, Holistic Evaluation, Peer Evaluation, Prewriting, Teaching Guides, Teaching Methods, *Writing Evaluation, Writing Exercises, *Writing Instruction, *Writing Processes, Writing Research

This manual is intended to assist elementary school teachers in developing classroom writing experiences. The sections in the first part of the manual address the individual stages of the writing process (prewriting, writing, and postwriting/editing) by reviewing research, presenting case studies of children's writing, and outlining activities, topics, and techniques for teaching each stage. The section on postwriting also examines self-editing techniques, peer editing, and holistic scoring. The second part of the manual provides selection of strategies for teaching the writing process by using resources such as newspapers, advertisements, literature, pictures, and teacher-generated ideas and materials. (RL)

ED 209 671 CS 206 635

Dean, Morris

Using Experimental Psychology in Technical Writing.

Pub Date-May 81

Note-5p.; Paper presented at the Annual Meeting of the International Technical Communication Conference (28th, Pittsburgh, PA, May 20-23, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Processes, *Experimental Psychology, Models, *Reinforcement, *Short Term Memory, *Technical Writing, Writing Skills

Identifiers-*Gestalt Psychology

A psychological model can show the technical writer how to present information for effective communication by explaining how readers perceive, understand, learn, and remember. The principles underlying the model are the reader's psychological set, the mind's pattern-forming tendencies, the span of short-term memory, and the mind's need for reinforcement. The psychological set explains the disposition of readers to think or act in a particular way, and interference occurs when a communication does not match the reader's mind set. The main reason people read technical literature is to know how to do something, so technical publications should be task oriented. Gestalt psychology suggests that the mind tends to seek meaningful patterns in perceiving, understanding, learning, and remembering. Therefore, the technical writer's objective should be to supply cues for forming helpful patterns and to avoid cues that may form misleading patterns. The fact that the capacity of short-term memory is 7 plus or minus 2 items has numerous implications for presenting information: sentence length, number of items to include on a chart, and the number of parts into which to divide a comprehensible whole. Information is simple when the number of items presented does not exceed the span of short-term memory. Reinforcement helps the reader review material, verify interpretation, and see information in alternative ways. Technical writers should organize information so it will be easy for the reader to review. (HOD)

Harker, W. John
Teaching the Language of Literature.
Pub Date-May 81
Note-19p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (14th, Vancouver, Canada, May 11-16, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Childhood Needs, *Childrens Literature, Elementary Education, Figurative Language, *Imagination, Language Arts, *Learning Theories, *Reading Comprehension
Identifiers-Author Reader Relationship, *Schemata

Schema theories have proposed that comprehension results from the activation of generalized knowledge structures, called schemata, stored in memory. These schemata represent abstract conceptual models of reality that children construct in their minds on the basis of their experience in the world. Unfortunately the comprehension of literature places some rather special demands on the child. The world of literature is an imaginary place the imaginative creation of the writer and one where anything can happen and often does. In literature, imagination overturns reality and imposes a new reality which is instantiated through the language of literature. New schemata must be developed, new predictions made, and new hypotheses tested to accommodate the new realities encountered. From the interaction of the children's receptivity to the world of the imagination and the author's portrayal of this world, comprehension results. In this sense, children recreate the literature they read on the basis of the imaginative capacity they bring to reading. In schools educators must ensure that they do nothing to diminish this capacity. It is necessary for children to enter and inhabit the fanciful worlds of their literature, and to explore and delight in the inner complexity and imaginative potential of these worlds. (HOD)

ED 209 673 CS 206 639

McGregor, Alastair L.
Classroom Interactional Routines and Language Varieties: Some Pedagogical Implications.
Pub Date-Apr 81
Note-19p.; Paper presented at the Annual Meeting of the Regional Seminar on Varieties of English and Their Implications for English Language Teaching in Southeast Asia (Republic of Singapore, April 20-24, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Communication, Code Switching (Language), *English Instruction, Foreign Countries, Language Research, *Language Styles, *Language Variation, Nonverbal Communication, *Teacher Attitudes
Identifiers-Aboriginal People, Australia

There can be little doubt that one of the main reasons for the present interest in the study of the varieties of English and their implications for language teaching is the way in which these varieties impinge on one another. Mixed populations from different ethnic sources, geographical areas, and language backgrounds find their representations in and out of the classroom. Studies of the effects of language varieties in the classroom (especially of Australian Aboriginal children) are being carried out in association with the Mount Lawley Language Center in Western Australia. These studies show that in the classrooms where different language varieties are found, students often do not respond to the teacher's control, directions, or questions. It is necessary to study whole interactions to see whether delayed communication acts are not random lapses, but part of an alternative communication strategy on the part of the children who use them. Teachers and all others in intervariety'' situations require as full and detailed an awareness as possible of the features, the communication conventions, and the cultural assumptions of the particular variety of English which they themselves use and of the language varieties with which they are most likely to be dealing. Teachers thus aware of the effects of varieties, and with a range of appropriate skills from which to choose will be able to build in their students from the earliest stages of language learning a similar sensitivity toward their own and other varieties of English. (HOD)

ED 209 674 CS 206 641

Kalister, Rose Ann

The Adult Learner in the Writing Center: Teaching Techniques.

Pub Date-8 May 81

Note-7p.; Paper presented at the Annual Meeting of the Writing Centers Association (3rd, Clarion, PA, May 8, 1981).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adults, *Classroom Techniques, Higher Education, *Individualized Instruction, *Nontraditional Students, Writing (Composition), *Writing Instruction

Identifiers-*Writing Laboratories

A writing center course designed for adult learners offers features that will work in either a credit or a noncredit course. The classroom provides an informal setting and contains a variety of workbooks and audio visual materials, indexed for easy student reference. Sample paragraphs and essays illustrating different composition formats are kept on file, including famous speeches. A presentation easel containing sheets with explanatory material on grammar and structure eliminates the need to repeat instruction when individual problems arise. After giving each student a grammar test and an essay assignment, the teacher evaluates the essay and plans an individualized program of instruction with each student, which includes a contract specifying the amount of work to be done and the time allotted for it. The writing instruction progresses from grammar to paragraph development to essays, allowing students a choice of topics. Problems with this system include the time consuming entrance and exit interviews, nontraditional students who often refuse to sign contracts, and audiovisual materials that may be insulting to adult students. The successful features of the approach include the availability of materials, the student files, and teaching assistants or tutors to keep the student/teacher ratio low. (HTH)

ED 209 675 CS 206 643

Aldrich, Pearl G.

Adult Writers: Some Factors That Interfere with Effective Writing.

Pub Date-79
Note-12p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Middle Management, Occupational Surveys, *Technical Writing, Writing Processes, *Writing Skills
Identifiers-*Writing Apprehension

In an effort to identify some factors that interfere with effective writing in adult writers, a three-page questionnaire was administered to 165 adults, most with technical degrees, who worked in the Washington, D. C., area. Respondents were top to middle management personnel who spent a significant portion of their time on the job writing and who were responsible for originating substantial written documents. After a tabulation of the findings, the questionnaire was refined and administered to an additional 89 people from other business groups. The original questionnaire consisted of 20 questions 13 asking for information about the respondents' background and how they write, and the remaining 7 asking the respondents to manipulate the language. Results indicated that the majority of respondents did not know that they needed to make preparatory decisions before starting a writing task, or, if they did know, how or when to make them. From the second questionnaire it was determined that many of the respondents had negative feelings about writing. From this survey it appears that lack of knowledge about the value of preparation and no method by which to do it are at the root of adult writing problems. These problems cause adults to be anxious, defensive, and reluctant to approach their writing tasks until the last minute, with the result that they produce disorganized and ineffective writing. (HOD)

ED 209 676 CS 206 644

Jobe, Ronald A.
The Fourth World: Literature for Children in Translation.
Pub Date-May 81
Note-34p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (14th, Vancouver, Canada, May 11-16, 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Bibliographies, *Books, Children, *Childrens Literature, *Foreign Language Books, Interpretive Skills, Publishing Industry, Reading Materials, *Translation

Despite the international concern for having books available to children and the fact that thousands of books for children are being published in numerous languages, relatively few of these books are being translated into English. One of the reasons that publishers are reluctant to produce books in translation is the complex nature of the translation process and the difficulty of finding a highly qualified person to translate the book successfully. The uppermost task for the translator is to try to create the work as if the author were actually writing in the translator's own language. Children's books in translation often do not sell well because award winning titles are not highly publicized, and because of the impression that translated books are heavy-reading'' and more thought provoking than action oriented. Fortunately, the last ten years have witnessed an upsurge in the number of attractive and appealing translations for children. Reading books about young people in other countries gives children a reflection of life in other areas, and acquaints them with different customs and points of view. (A bibliography of children's books in translation is appended.) (HTH)

ED 209 677 CS 206 645

Witte, Stephen P. Faigley, Lester

A Comparison of Analytic and Synthetic Approaches to the Teaching of College Writing.

Texas Univ., Austin. Dept. of English.
Report No.-TWRG-RR-1
Pub Date-Aug 81
Note-472p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-College English, College Freshmen, Program Effectiveness, *Writing Evaluation, *Writing Instruction, *Writing Research
Identifiers-*Freshman Composition, *University of Texas Austin

This report provides information drawn from a study that compared two components of the freshman English program at the University of Texas at Austin. The first chapter of the report contains background material and describes the two course components the analytic option, which emphasizes writing skills in the context of complete pieces of writing, and the synthetic option, which works from individual discourse parts to paragraphs to complete essays. The second chapter discusses the research design and procedures, while the third chapter analyzes some features of high and low quality student essays. Chapters four and five offer comparisons of essays written by students in the analytic option with those written by students in the synthetic option. Chapter six discusses the influence of writing apprehension on student performance in freshman composition, and chapter seven outlines the predictors of writing quality and course grades. The final chapter places the study in the larger context of writing research conducted at other universities and

presents a summary of the study's findings, its limitations, and its implications for teaching and research. (FL)

ED 209 678 CS 206 646

Davis, James E., Ed. Davis, Hazel K., Ed.

Women's Studies.

Ohio Univ., Athens. Dept. of English Language and Literature.; Southeastern Ohio Council of Teachers of English.
Pub Date-81
Note-118p.; The Southeastern Ohio Council of Teachers of English is an affiliate of the National Council of Teachers of English and the Ohio Council of Teachers of English Language Arts. A number of pages may be marginally legible.
Journal Cit-Focus: Teaching English Language Arts; v8 n1 Fall 1981
Pub Type- Collected Works - Serials (022) - Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Creativity, English Curriculum, English Instruction, *Feminism, Higher Education, Literary Criticism, *Literature Appreciation, Sex Differences, *Womens Studies

The 16 articles in this journal issue deal with women's studies within the English curriculum. Topics discussed in the articles include (1) the feminist challenge to the male-centered curriculum in higher education; (2) the women's movement and women's studies; (3) connotations of the word girl''; (4) women in English education; (5) the new honesty in fiction by women; (6) Emily Dickinson's legacy to Susan Glaspell; (7) gender traps in Toni Morrison's Sula''; (8) marital relationships in the Corpus Christi Cycles; (9) Theresa, Persis, and Mary Giles, pioneers in women's higher education; and (10) the personality characteristics of creative men and women. (FL)

ED 209 679 CS 206 647

Wienke, Jon W.

Strategies for Improving Elementary School Students' Writing Skills.

Pub Date- 81
Note-55p.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Grade 6, Intermediate Grades, Program Descriptions, Program Evaluation, Spelling, *Student Teacher Relationship, Teaching Methods, *Time on Task, *Writing Exercises, *Writing Instruction, *Writing Processes, *Writing Research

Noting that American elementary schools over the years have emphasized reading to the detriment of writing, a study examined the efficacy of a writing program that places the student and the teacher in direct contact with the writing process by (1) requiring daily student writing and suggesting the teacher frequently write with the students, (2) providing writing models through the process of spelling dictation, and (3) teaching the students proofreading and editing skills and placing the students in situations that required use of these skills. Since the emphasis throughout the program was to increase the time that students and teachers spent on the writing task, a daily free writing period was the keystone. In the beginning, the writing period was about five minutes in length, but it was gradually lengthened to about twenty minutes. A quasi-experimental-control design was used to evaluate the effectiveness of the writing program on sixth grade students. The data indicated that while both experimental and control groups showed gains in writing scores from the beginning to the end of the school year, the treatment groups showed significantly more gains. (Appendixes include a list of proofreading symbols and a list of writing topics.) (HOD)

ED 209 680 CS 206 648

Grayson, David

Better Understanding Your Child through Handwriting.

Report No.-ISBN-0-9606228-0-2
Pub Date-81
Note-193p.
Available from-GBC Publishing Co., 9355 Joliet Rd., LaGrange, IL 60525
($9.95 plus $1.00 postage and handling, paper).
Pub Type- Books (010) - Guides - Non-Classroom (055) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Adolescents, Children, Cognitive Processes, *Handwriting, *Individual Characteristics, *Individual Psychology, *Parent Child Relationship, Psychological Evaluation, *Student Teacher Relationship
Identifiers-*Graphology

Using the methods of study developed by the International Graphoanalysis Society, this book offers practical suggestions that parents and teachers can use to understand children through their handwriting. Following a brief history of handwriting analysis, the first four chapters of the book explain how variations in children's writing slant, pressure, size, and the letter t'' expose their inner feelings. Chapter five reveals how children's writing can expose the extent of their emotional insecurity and the nature of their fears, while chapter six explains how handwriting analysis can be used to help children cope with their fears. Chapter seven offers ideas for using handwriting analysis in the school setting, and chapter eight describes how it can be used to uncover a child's interests and strengths. Chapter nine outlines ways of using handwriting analysis with preadolescents and adolescents, while chapter ten suggests how to analyze the squiggles''

of preschool children and the writing of primary school children. The final chapter, addressed to teenagers, explains how they can analyze their own handwriting. (FL)

ED 209 681 CS 206 649

The Wisconsin Alternative Curriculum Design in Basic English/Communication Skills for Grade 9.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.

Spons Agency-Department of Education, Washington, D.C.; Governor's Employment and Training Office, Madison, Wis.

Report No.-WSDPI-Bull-2131

Pub Date-81

Contract-GLAD-80-974

Note-278p.; For related document see CS 206 650.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-*Communication Skills, *English Instruction, Grade 9, Integrated Activities, Language Arts, Listening Skills, Reading Instruction, Secondary Education, Speech Skills, State Curriculum Guides, Writing Instruction

Identifiers-Audience Awareness, Wisconsin

Intended for use with ninth grade students, this guide is one of a series of teacher resource curriculum guides in communication arts developed by the Wisconsin Department of Public Instruction. The curriculum described in the guide is intended to (1) appeal to students of all abilities, (2) provide for student interaction and involvement, (3) increase student use of language as a communication tool, (4) increase development of vital communication skills, and (5) involve students in creating and receiving messages in various modes, for various purposes, and for varied audiences. The guide contains 25 units based on the five major functions of communication (informing, feeling, imagining, ritualizing, and controlling) and five audience contexts (intrapersonal, dyadic, small group, public, and mass communication). The units contain activities for reading, writing, speaking, and listening. Appendixes contain statements about the teaching of reading, writing, speaking, and listening drawn from current research. (FL)

ED 209 682 CS 206 650

The Wisconsin Alternative Curriculum Design in Basic English/Communication Skills for Grade 10.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.
Spons Agency-Department of Education, Washington, D.C.; Governor's Employment and Training Office, Madison, Wis.
Report No.-WSDPI-Bull-2132
Pub Date-81
Contract-GLAD-80-974
Note-264p.; For related document see CS 206 649.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Communication Skills, *English Instruction, Grade 10, Integrated Activities, Language Arts, Listening Skills, Reading Instruction, Secondary Education, Speech Skills, State Curriculum Guides, Writing Instruction
Identifiers-Audience Awareness, Wisconsin

Intended for use with tenth grade students, this guide is one of a series of teacher resource curriculum guides in communication arts developed by the Wisconsin Department of Public Instruction. The curriculum described in the guide is intended to (1) appeal to students of all abilities, (2) provide for student interaction and involvement, (3) increase student use of language as a communication tool, (4) increase development of vital communication skills, and (5) involve students in creating and receiving messages in various modes, for various purposes, and for varied audiences. The guide contains 25 units based on the five major functions of communication (informing, feeling, imagining, ritualizing, and controlling) and five audience contexts (intrapersonal, dyadic, small group, public, and mass communication). The units contain activities for reading, writing, speaking, and listening. Appendixes contain statements about the teaching of reading, writing, speaking, and listening drawn from current research. (FL)

ED 209 683 CS 206 651

Dunn, M. Gilbert Cooper, Douglas W.

A Guide to Mass Communication Sources. Journalism Monographs Number Seventy-Four.

Association for Education in Journalism.

Pub Date-Nov 81

Note-49p.

Available from-AEJ Publications Manager, College of Journalism University of South Carolina, Columbia, SC 29208 ($2.50).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Communication Research, Information Sources, *Journalism, *Mass Media, *Research Tools, *Resource Materials

Designed to assist social scientists interested in conducting mass communication research, this report describes a number of sources of mass communication data and information. The sources are grouped in two categories: print media (primarily newspapers and magazines) and electronic media (radio, television, and motion pictures). These categories are further divided into sections describing available indexes, union lists, catalogs, and directories. The sources described are limited to those in the United States and do not include books, recordings, cable television, and advertising. (FL)

ED 209 684 CS 206 652

Rothmel, Steven Zachary

Technical Communication: Meeting the Needs of Adult Writers.

Pub Date-Mar 81

Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (32nd, Dallas, TX, March 26-28, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, *Business Communication, *Communication Skills, Continuing Education, Teacher Role, Teaching Methods, *Technical Writing, *Writing Instruction, Writing Processes

The need for effective communication is reflected in the increased number of privately sponsored technical writing workshops and in the increased demand for business and technical communication courses on campuses. In these learning situations the traditional methods that have been used to teach adolescents how to write become inappropriate. Writing done by professionals in business and industry is a uniquely difficult form of communication that demands conformity to conventions while simultaneously encouraging individuality. The emphasis on the conscious presentation of persona, or public self, distinguishes courses in technical communication from traditional undergraduate composition classes. Ignoring this realistic need to present the self deprives adult writers of the opportunity to develop the rhetorical skills that will permit them to perform successfully in their professional lives. Rhetorical development is impossible without the ability to confront, to interpret, and to evaluate the needs of each situation as it arises. Technical communication is more than simply reporting factual information, and failure to recognize this is a disservice to those who seek to learn the craft and those who teach. (HOD)

ED 209 685 CS 206 653

Judy, Stephen N. Judy, Susan J.

An Introduction to the Teaching of Writing.

Report No.-ISBN-0-471-06222-7
Pub Date-81
Note-193p.
Available from-John Wiley & Sons, Inc. One Wiley Dr., Somerset, NJ 08873 ($10.95 paper).

Pub Type- Books (010) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Classroom Environment, Elementary Secondary Education, English Curriculum, *Interdisciplinary Approach, *Teaching Methods, *Writing Evaluation, Writing Exercises, *Writing Instruction, *Writing Processes

Identifiers-*Audience Awareness

Intended for writing instructors at all educational levels, the chapters in this collection discuss the philosophy and principles of the teaching of writing in an effort to capitalize on the current public interest in writing. Chapter topics are (1) the basics of teaching writing; (2) teaching the composing process; (3) writing assignments and activities; (4) interdisciplinary writing; (5) revising, editing, and correcting; (6) audiences for student writers; (7) designs for writing courses; and (8) assessment and grading. Appendixes include writing curriculum artifacts, a list of contests and places to publish writing, and a list of composition journals and professional organizations. (HOD)

ED 209 686 CS 206 654

Handwriting Resource Book, Grades 1-7.
British Columbia Dept. of Education, Victoria. Curriculum Development Branch.
Report No.-ISBN-0-7719-8588-6
Pub Date-81
Note-91p.
Pub Type- Guides - Classroom - Teacher (052) - Books (010)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Cursive Writing, Elementary Secondary Education, *Handwriting Instruction, *Handwriting Readiness, *Handwriting Skills, Lesson Plans, *Manuscript Writing (Handlettering), Resource Materials, Teaching Methods

Designed for use by both the elementary and the secondary school teacher, this resource book provides information and guidance on the teaching of printing and cursive writing skills. In the first part of the book, which deals with preparation, the physical requirements of handwriting are discussed and program planning suggestions offered. The second part concerns handwriting objectives and activities and focuses on the method whereby a student acquires and develops strong handwriting skills. The stages outlined take the student from readiness activities to printing, and from printing to refined cursive writing. The third part sets out some specific printed and cursive letter models, together with suggestions on how students can best be taught to imitate them, while the fourth part deals with the preparation and teaching of a handwriting lesson. This section identifies four distinct types of handwriting lesson, discusses the structural components of a lesson plan, and provides a chart containing suggestions for preparatory activities. It also includes sample lesson plans (one for each type of lesson). The fifth part covers evaluation and remediation and offers advice on how to isolate handwriting defects and take remedial measures. A list of resource materials and a bibliography are included. (HOD)

ED 209 687 CS 503 552

Rawlins, William K.

Negotiating Close Friendship: The Dialectic of Conjunctive Freedoms.

Pub Date-May 81

Note-36p.; Paper presented at the Annual Meeting of the International Communication Association (Minneapolis, MN, May 21-25, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Affiliation Need, Behavioral Science Research, *Behavior Patterns, *Communication (Thought Transfer), *Communication Research, *Friendship, Interpersonal Competence, *Social Exchange Theory

Identifiers-*Dependency (Personality), *Independent Behavior

A study was conducted to investigate the practical management of interactions sustaining close friendships. Ten pairs of close friends were interviewed individually on two occasions and together on a third occasion. An interpretive analysis of subjects' remarks identified a dialectical principle governing the communicative organization of friendship. The dialectic of the freedom to be independent/freedom to be dependent conceptualizes the patterns of availability and mutual support in a close friendship. Basically, while each person is free to pursue individual interests apart from the other and without the friend's interference or help, each retains the liberty to rely on the other for help. In granting each other a combination of these two freedoms, the individuals cocreate a basis for patterns of interaction in their relationship that may curtail their individual liberties. This being so, the appropriate enactment of either type of communicative behavior within a relationship must be continually, though not always explicitly, renegotiated. (RL)

ED 209 688 CS 503 638

Reynolds, Mary

Reflections on Communicologists in Gerontology: A Credibility and Visibility Gap?

Pub Date-Jul 81
Note-17p.; Paper presented at the Meeting of the Speech Communication Association Summer Conference on Communication and Gerontology (Edwardsville, IL, July 22-24, 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Gerontology, Higher Education, *Older Adults, *Specialists, *Speech Communication, Speech Curriculum, *Teacher Role

Communication specialists, or communicologists, have several problems to overcome before their contributions to the study of gerontology can receive the recognition they deserve. Communicologists, for example, need to define their discipline and expertise more clearly and succinctly. In order to be credible to gerontologists and other professionals in the field, communicologists also need a sound, broadly based understanding of the various aspects of the processes of aging, as well as the social, physical, and economic problems that society imposes on the elderly. Such knowledge can have a profound effect on the communicologist's own perspectives and effectiveness. Communicologists must also become more visible by participating in gerontological programs on campuses and in the community and at major conferences in other disciplines. Finally, communicologists need to share in research involving professionals in other disciplines, and to undertake more research on their own. (FL)

ED 209 689 CS 503 643

Howell, William S.

Ethics of Intercultural Communication.

Pub Date-Nov 81

Note-11p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Codes of Ethics, *Cultural Awareness, *Ethics, Higher Education, Moral Issues, *Multicultural Education, *Speech Communication, Speech Curriculum, Teaching Methods

Identifiers-*Intercultural Communication

Ethical concepts, when taught, should be operational and placed in context. Applying the operational criterion is tough enough in a single culture; however, in a course in intercultural communication, difficulties are multiplied. The teacher of an intercultural communication classroom should embrace the position that many ethical principles are relative, because they are the products of different cultures. A few are universal, because they are valid in all cultures. In addition, the teacher should stipulate particular definitions for morals, ethics, and culture. Two principles that are universal are that no action is ethical if it harms persons, and the action that benefits persons accumulates ethical quality. A class seeking theories and hypotheses for managing ethics cross culturally should grapple with the basic issue of whether the human animal is capable of accepting values other than its own. Thus, a final building block in the stance'' of a teacher of ethics in intercultural communication must be recognition of how limited human beings are when they try to respect persons who are fundamentally different. (HOD)

ED 209 690 CS 503 644

Cooper, Joel Axsom, Danny

The Impact of Televised Aggression on Children: A Developmental Field Study.

Pub Date-Apr 81

Note-20p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, NY, April 22-25, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Aggression, *Behavioral Science Research, Child Development, Cognitive Development, Elementary Education, Grade 2, Grade 5, Kindergarten Children, Programing (Broadcast), Social Development, *Student Behavior, *Television Research, Television Viewing

Much of the television American children watch is violent in content. The evidence indicating that this programing increases children's aggressive behavior is not clear-cut, and some studies have shown a decrease in children's aggressive behavior. A study was conducted to test a more developmental perspective on the effects of violent television: that the impact of televised aggression will vary according to the child's cognitive and social developmental level. In an experiment using 119 students from kindergarten, second grade, and fifth grade, the subjects' free playground play was observed during a one-week baseline period, a two-week experimental phase, and a one-week follow-up period. During the experimental phase, subjects were randomly assigned to view for 20 minutes each day either exclusively aggressive or exclusively nonaggressive programing, after which their playground behavior was observed and rated according to 13 categories ranging from physical threat to passive social interaction. The results showed that the older the subjects, the better their comprehension and recall of the shows. Female aggressive behavior was quite low throughout the experiment, but aggressive behavior in boys decreased after they viewed the aggressive segments. Kindergarten children showed more decrease than did fifth grade students, although the fifth grade students better understood the programs they had viewed. (HTH)

Bauer, Otto F.

Perspectives on Organizational Communication from the Academic Affairs Level.

Pub Date-Nov 81

Note-12p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Policy, *College Administration, Communication Skills, Higher Education, *Organizational Communication, *Speech Communication, Teacher Administrator Relationship

Identifying many of the goals and objectives of academic administrators can reveal the pervasive impact of speech communication on the potential effectiveness of administration in higher education. Such objectives include (1) disseminating information, (2) engaging in consultation, (3) reaching decisions, (4) discovering information, (5) obtaining advice and counsel, (6) persuading persons and groups, and (7) stimulating intellectual thought. The consulting process probably holds the key to successful shared governance at universities and colleges. Effective consultation involves many critical decisions, such as who will prepare a draft of a solution to an issue, how much time will be allotted, and who will be consulted. Failure to achieve an appropriate balance between consultation and decisiveness is a recurring problem that exemplifies administrative effectiveness. Efforts to reach consensus can sometimes result in general paralysis, while so many groups may respond to issues that decisions remain unmade for long periods of time. Engaging in genuine consultation and trying to accommodate what one hears are important objectives. Given the special competence in understanding and practicing speech communication, faculty members of this discipline can assume leadership roles in faculty and university governance. (HTH)

ED 209 692 CS 503 646

Foss, Karen A.

Bibliography: Communication Apprehension.

Pub Date-Feb 81
Note-52p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Anxiety, Change Strategies, *Communication Problems, *Communication Research, Interpersonal Competence
Identifiers-*Communication Apprehension

This bibiliography on communication apprehension was compiled from computer searches of the ERIC, Psychological Abstracts, and Dissertation Abstracts data bases, as well as from general readings in the subject area. The more than 1,000 citations are arranged alphabetically by author within the following categories: articles in books, bibliographies, books, research reports, theses and dissertations, periodicals, and unpublished papers. (RL)

ED 209 693 CS 503 647

Matlon, Ronald J.

Teaching Communication in the Legal Process.

Pub Date-Nov 81
Note-29p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Course Descriptions, Curriculum Development, Higher Education, Integrated Curriculum, Law Students, *Legal Education, *Speech Communication, *Speech Curriculum

There is a growing interest in the field of speech communication by legal educators and a mutual interest in the legal process by communication educators. One dimension of this interest is the development of undergraduate courses that focus on communication in the legal process. One such course is offered at the University of Massachusetts, Amherst, and at the University of Arizona. The three-credit course is offered as an elective to juniors and seniors and is predicated on the belief that lawyers, judges, litigants, and jurors face numerous communication problems on a daily basis. It gives particular attention to the literature related to verbal and nonverbal aspects of communication as they apply to the legal concerns of interviewing, negotiating, and litigating. The course is organized into five units: (1) introduction to communication theory and the legal process, (2) communication theory and practice in interviewing and counseling, (3) communication theory and practice in negotiating and pretrial strategies, (4) communication theory and practice in the trial process, and (5) special topics in judicial communication. (FL)

ED 209 694 CS 503 648

Neer, Michael R. Hudson, David D.

A Method for Teaching Apprehensive Students to Lead Classroom Discussions.

Pub Date-Nov 81
Note-18p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Communication, *Communication Research, *Discussion (Teaching Technique), Higher Education, *Questioning Techniques, *Speech Communication, *Speech Instruction, Student Teacher Relationship, Teacher Role
Identifiers-*Communication Apprehension

A study tested a method for teaching preservice teachers enrolled in a basic speech course how to lead classroom discussions. In addition, the study examined the effects of communication apprehension and size of audience on students' satisfaction with the assignment. The students were administered a measure of communication apprehension and assigned to one of two groups. Those in the first group led discussions within a small group of five or six students, while those in the second group led discussions before the entire class. Students in both groups were required to adhere to the following format: (1) introduce the discussion topic; (2) ask a preplanned question and wait for an answer; (3) react to the audience's response with a comment, a probe, or a reflective summary; (4) ask another question and repeat the third step; and (5) summarize and conclude the discussion. Student reaction to the assignment was measured with a questionnaire. The results confirmed that classroom discussion was perceived as an effective teaching method by students. In addition, students who lead small group discussions were less apprehensive than those who lead entire class discussions, and highly apprehensive students rated small group discussion assignments among their preferred assignments more frequently than did low apprehensive students. (The student questionnaire is appended.) (FL)

ED 209 695 CS 503 649

Hagen, Suzanne J.

Internship Problems and the Academic Advisor's Role.

Pub Date-Nov 81
Note-38p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Advising, *Education Work Relationship, Employer Employee Relationship, Faculty Advisers, *Internship Programs, Occupational Surveys, *Organizational Communication, *Speech Communication, *Speech Instruction

As the business world has recognized the practical value of college programs designed to prepare students for careers, internships have begun to receive increasing attention as valuable additions to the speech communication curriculum. To discover the problems both interns and their faculty advisers face during the course of an internship, questionnaires were mailed to internship coordinators at 130 speech departments and to 62 student interns who had been identified on the faculty questionnaire. The questionnaire elicited information concerning task related and intrapersonal and interpersonal problems that occurred most frequently and were perceived as most important. Forms were returned by 55 faculty members and 31 interns. Two problems were consistently ranked high by both faculty members and interns in terms of importance and frequency: insufficient task instruction and insufficient feedback about task performance. In terms of intrapersonal and interpersonal problems, intern unclear about learning objectives'' was ranked as the most frequent and important problem by faculty members and as the most important by interns. Lack of feedback ranked as the next most important and frequent problem from the intern's perspective, and both faculty members and interns felt that job supervisors occasionally failed to solicit feedback from interns. (FL)

ED 209 696 CS 503 650

Bryant, Jennings And Others

The Effect of Ridiculing a Model on Children's Imitation of Televised Instruction.

National Science Foundation, Washington, D.C.
Pub Date-Nov 81
Grant-NSF-APR-77-13902
Note-20p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Change, Behavioral Science Research, Change Strategies, *Child Development, Childhood Attitudes, *Childrens Television, *Communication Research, Early Childhood Education, Educational Television, *Influences, Motivation, *Motivation Techniques, Socialization, Student Behavior, Student Reaction, Television Viewing
Identifiers-*Ridicule

A study tested the effectiveness of ridicule as an educational and social corrective in children's educational television programs. Arbitrary activities involving a novel object were presented to 69 four-year-old and 83 six-year-old children via videotaped presentations and demonstrations. In each of three types of motivational message (ridicule, command, suggestion), a highly specific action was discouraged, another was encouraged, and a third was unmotivated. Subject gender was employed as an additional factor. The frequency with which subjects played with the novel object as discouraged, encouraged, and unmotivated was assessed. Four-year-old children consistently responded most effectively to correction when commands were given. In contrast, six-year-old children were most responsive to ridicule, followed by suggestion. (Author/RL)

ED 209 697 CS 503 651

Strube, Michael J. Werner, Carol

Sex Differences in Appropriateness of Communication through Multiple Nonverbal Channels.

Pub Date-Aug 81

Note-18p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students, *Communication Research, *Communication Skills, Females, Higher Education, Interaction Process Analysis, *Interpersonal Relationship, Males, *Nonverbal Communication, *Sex Differences

A study investigated the use of nonverbal cues by male and female subjects during relatively pleasant and unpleasant interactions. Five nonverbal behaviors found to be effective in controlling both the quantity and the quality of interactions were examined: gaze, smiling, arm position, interpersonal distance, and personal space. It was expected that females would exhibit more appropriate use of nonverbal cues, but that this advantage would be limited to a favorable, open interaction. The 40 male and 40 female college students participating in the study were instructed to establish a pleasant or to avoid an unpleasant interaction with a male or female stranger. Results showed that women used nonverbal cues more appropriately and in more congruent patterns than did men, but only when endeavoring to be pleasant. Men were somewhat more appropriate and congruent in their nonverbal cues when avoiding unpleasant interaction. The results qualified previous findings that women were better encoders of nonverbal information and suggested that the purpose of the communication is an important mediator. (RL)

ED 209 698 CS 503 652

Strube, Michael J. Werner, Carol

Nonverbal Responses to a Threat to Interpersonal Control and the Type A Behavior Pattern.

Pub Date-Aug 81

Note-41p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Aggression, *Behavior Patterns, *Communication Research, *Interpersonal Relationship, *Nonverbal Communication, *Personality Traits, Theories

Identifiers-Interpersonal Communication, *Type A Behavior

Research has documented two behavior patterns known as Type A and Type B. Type A behavior is characterized by competitive striving, a sense of urgency, and hostility, while Type B behavior is less aggressive and more relaxed. It has been theorized that individuals exhibiting Type A behavior have a strong need to maintain control over their environment and that they react more strongly than other individuals when they experience threat. Two studies were conducted to investigate nonverbal responses by Type A individuals to interpersonal threat. In the first study, 80 college students participated in a sales transaction and assumed the role of either a customer or a salesperson. The customer role provided a situation wherein students expected a threat to their behavioral freedom, while the salesperson role lacked such a threat. The results indicated that an interpersonal interaction characterized by threat to freedom can produce nonverbal reaction. Overall, the subjects in the customer and salesperson roles used nonverbal behaviors in separate and distinct ways. More importantly, Type A and Type B individuals differed in the use of personal space and interpersonal distance while in the customer role a role that subjects in the second study confirmed was threatening. (FL)

ED 209 699 CS 503 653

O'Hair, H. Dan Babich, Roger M.

The Evaluation and Prediction of Affective Response to Graduate Teaching Assistants' Classroom Communication.

Pub Date-Nov 81

Note-20p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Communication, College Students, *Communication Research, Higher Education, Self Concept, Speech Communication, Speech Instruction, *Student Evaluation of Teacher Performance, *Student Teacher Relationship, *Teacher Effectiveness, Teacher Improvement, *Teaching Assistants, Teaching Styles

A study was conducted to determine whether graduate teaching assistants in speech communication were aware of the affective components of their classroom behavior and of the student responses to them, and whether the instructors' awareness of the affective dimensions of instruction related to the student evaluative responses. Subjects were 640 students enrolled in 30 sections of a basic communication course taught by 18 instructors. During the last week of a semester, the students were administered the Index of Teachers' Affective Communication (ITAC), along with the objective teacher evaluation instrument traditionally used by the university. In separate circumstances, the teaching assistant in each course section was asked to examine the ITAC and predict what the mean student response would be for each of the items on the measure. The results suggested that the teaching assistants had poor sensitivity as to how they were perceived by their students. While most instructors scored well on the ITAC according to their students, many were unable to predict their scores. The results support the generalized use of the ITAC as an effective evaluation instrument of classroom communication. (FL)

ED 209 700 CS 503 654

Rohrer, Daniel M.
The Cableshop.
Pub Date- 81
Note-12p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Advertising, *Cable Television, *Communications, Computer Science, Consumer Protection, Information Services, Mass Media, *Television Commercials, Videotex
Identifiers-*Cableshop

Cableshop'' is an experimental cable television service offering three- to seven-minute broadcast segments of product or community information and using a combination of telephone, computer, and video technology. Viewers participating in the service will have a choice of items ready for viewing listed on a menu'' channel and may add a particular item to the list by dialing a local telephone number followed by a special number that will connect them to a computer. The item then will be listed along with the time and channel on which it will be shown. Segments might include information on what to look for when buying a car or house, specials at local stores, or product demonstrations. Cableshop will be test marketed to approximately 8,000 subscribers, serving as a representative sample of the national population, in Peabody, Massachusetts, which has an operational system with 52-channel capacity. Cableshop president Trevor Lambert believes viewers will accept the idea of Cableshop because they are interested in straightforward, noncompetitive information about a product, and they like the idea of being able to decide when they will see the segment. The commercials shown by the Cableshop may require the advertising industry to extricate itself from the idea of the 30-second hardsell commercial. (HTH)

ED 209 701 CS 503 655

Rubin, Donald Bazzle, Robert E.

Development of an Oral Communication Assessment Program: The Glynn County Speech Proficiency Examination for High School Students.

Glynn County Board of Education, Brunswick, Ga.
Pub Date-81

Note-85p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Action Research, *Communication Skills, *Competency Based Education, Educational Assessment, Employment Interviews, *Evaluation Methods, High Schools, Interpersonal Competence, *Program Development, Public Speaking, *Speech Communication, *Student Evaluation

The rationale, development, and structure of a high school oral communication assessment program are described in this paper. Following information on competency based education and the need for developing and testing students' oral communication skills, the development of an assessment instrument by the Glynn County (Georgia) school system is discussed. This discussion reports on the selection of primary and alternate speaking tasks (primary speaking before a simulated public hearing, alternate participating in a job interview); how raters were trained to evaluate speech performances; how cutoff scores were established; what resources were needed to conduct the assessment; and the effects of the use of the assessment instrument on student and staff development during a pilot program. Appended materials include guidelines, forms, and records used by students and teachers during the pilot assessment program. (RL)

ED 209 702 CS 503 656

Kreps, Gary L.

Communication and Gerontology: Health Communication Training for Providers of Health Services to the Elderly.

Pub Date-Jul 81

Note-18p.; Paper presented at the Meeting of the Speech Communication Association Summer Conference on Communication and Gerontology (Edwardsville, IL, July 22-24, 1981). May not reproduce well due to broken print.

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Education, *Communication Problems, Course Content, *Geriatrics, Gerontology, *Health Personnel, Higher Education, Older Adults, Speech Communication, Speech Curriculum

Since the elderly are a significant population of health care consumers, health care professionals should be trained to deliver health services to them as effectively and humanely as possible. While the primary tool for delivery of health care services to people is human communication, there is evidence that the communication between the providers and consumers of health care is in need of improvement. Researchers advocate the development of educational programs, such as a health communication course, that will help prepare people for occupations that deal with the problems and concerns of the elderly. Ten primary topics for study in such a course relate to the specific communication needs of the elderly: (1) the relationships between health care and human communication, (2) the use of language in the delivery of health care, (3) the importance of nonverbal communication in health care, (4) health care interviewing, (5) therapeutic communication in psychological and emotional areas, (6) group communication in health care, (7) the role of conflict in health care delivery, (8) intercultural communication in health care, (9) communication in medical organizations, and (10) communication with the terminally ill. By offering strategies for improving communication in health care, perhaps at least some situations that might be problematic will be handled more sensitively and effectively by communication trained health care professionals. (HTH)

ED 209 703 CS 503 657

Rice, Dale R. Dow, Robert L.

Interpreting Congruent and Incongruent Verbal and Nonverbal Classroom Communication Cues.

Pub Date-81

Note-11p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Childhood Attitudes, Children, *Classroom Communication, *Communication Research, Elementary Education, *Expectation, *Neurological Organization, *Nonverbal Communication, Self Concept, Student Teacher Relationship

Happy, neutral, and unhappy visual expressions were combined with positive, neutral, and negative intonations of positive, neutral, and negative messages to investigate congruent and incongruent verbal/nonverbal classroom communication. The 53 students in the study viewed pictures of their teacher, listened to a recording of their teacher, then indicated whether the picture and the spoken sentence matched. Seeking to expand on right-left brain functioning, the researchers conducting the study presented the picture tachistoscopically to the students' right or left visual fields. The data showed that the expression on the classroom teacher's face and the intonation of the teacher's verbal statement had a greater impact on the subject's response time and accuracy level than did the content of the verbal statement. When a contradiction existed between the verbal and nonverbal cue presentations, the children relied on the nonverbal component of the presentation as the indicator of the accuracy of the communication event. Presentations to the right hemisphere produced more accurate interpretations of the nonverbal components of the messages than presentations to the left hemisphere. (Suggested readings related to self-concept, classroom expectations, and hemispheric processing are attached.) (RL)

ED 209 704 CS 503 658

Cheatham, T. Richard

Decision Making in Times of Scarce Human & Financial Resources.

Pub Date-Nov 81
Note-12p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Problems, Budgeting, College Faculty, *Decision Making, *Educational Planning, Higher Education, *Resource Allocation, *Speech Communication, *Speech Curriculum

In times of scarce resources, college faculty consider the decision making process to be too time consuming in light of the potential pay-off, and in times of scarce human resources, universities frequently face the problem of overworking a few bright individuals. Speech faculty members' survival depends to a large extent upon their extensive participation in university-wide decision making bodies, while departments must use all the available means of persuasion to see that their most appropriate members are appointed to significant committees, such as curriculum, academic foundations, and budget. In addition, in times of scarce resources, the decision making process will involve and increase the number of negative decisions. In such instances the decision making process will need to rely more heavily upon predetermined policy choices rather than on-demand, individual-case decisions. The speech department is in a position to make more rational decisions relevant to coping with budget cutbacks when those cutbacks are only potential or probable. Departments should also establish departmental guidelines for promotion and tenure that are more stringent than the university-wide standards. Furthermore, departments can no longer afford the luxury of approving a new course each time a new faculty member is hired. Rather, they must approve courses that serve as components of quality. To cope with all these changes, departmental decisions must be made more systematically. (HOD)

ED 209 705 CS 503 659

Rein, Lynn Miller

Northwestern University School of Speech: A History.

Northwestern Univ., Evanston, Ill. School of Speech.
Pub Date-81
Note-295p.; Photographs may be marginally legible.
Available from-Northwestern University Press, P.O. Box 1093, 1735 Benson Ave., Evanston IL 60204 ($23.95 cloth, 40% off on orders of 5 or more copies).

Pub Type- Books (010) - Historical Materials (060) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Deans, Alumni, Curriculum Development, Faculty, Higher Education, *History, Oral Interpretation, *Speech Communication, Speech Curriculum, Theater Arts
Identifiers-*Northwestern University IL

This book presents a concise history of the first 100 years of development of the school of speech at Northwestern University (Illinois). Following an introduction that provides an overview of the school, the first chapter focuses on both the efforts of Robert McLean Cumnock to found a school of oratory on the principles of elocution and the school's first years under his direction (1878-1913). Chapters two and three discuss the administration of Cumnock's successor, Ralph Brownell Dennis, and his efforts to broaden the school's curriculum (1913-1942). The administrations of the third dean, James H. McBurney (1942-1972), and of his successor, Roy V. Wood (who is the current dean), are explored in the fourth chapter, as is the school's departmentalization into the areas of interpretation, public speaking, theatre, speech reeducation, and radio. Chapter five presents brief biographies of the faculty members of the school's 100 years and describes the changes in educational focus brought about by these instructors, while chapter six deals with notable alumni of the school. Chapter seven describes the numerous organizations stemming from and associated with the school. A concluding chapter speculates on the future of the school and is followed by a list of the faculty members and the dates of their appointments to the university. (HTH)

ED 209 706 CS 503 660

Rice, Ronald E. Case, Donald
Electronic Messaging in the University Organization.
Pub Date-Oct 81
Note-23p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrators, Automation, *Communication Research, *Computer Science, Information Networks, *Management Information Systems, *Organizational Communication, *Telecommunications
Identifiers-*Electronic Mail

Recent developments in telecommunications technology have made possible local information networks that can connect individuals within organizations of any size, configuration, or purpose. To better understand the impact of such technology, a study of a recently implemented computer based messaging system (CBMS) was undertaken at a large, private university. Questionnaires were administered to and interviews conducted with 74 high level administrative users of the system and to 67 computer services personnel who were experienced CBMS users. The results showed that, overall, the users were satisfied with the system. Other findings were that the system produced positive, but not extreme, benefits; that usage of it reached early stability and then declined; that the users generally agreed upon the tasks for which the system was appropriate; and that it brought about an increase in the users' communication networks. (FL)

ED 209 707 CS 503 661

Peterson, Polly E. And Others

Do Pro-Nutritional Television Messages Improve Children's Eating Behaviors?: Empirical Findings and Recommendations for Further Research.

Pub Date-Aug 81

Note-20p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Advertising, *Attitude Change, Behavior Patterns, Change Strategies, *Childrens Television, Commercial Television, Communication Research, Early Childhood Education, *Eating Habits, Kindergarten Children, *Nutrition, *Programing (Broadcast), *Television Research

Identifiers-*Media Effects

The educational effects of pronutritional programing on kindergarten children were investigated in a pretest-posttest control group design involving 56 children from four kindergarten classes. These children were exposed to a series of five 20-minute videotapes over a period of six class days. The videotapes were compiled from popular children's programing and public service announcements with themes stressing healthy eating habits and the pronutritional qualities of foods. Effects were measured by a behavioral eating test, a pretend eating test, and a 20-item questionnaire designed to measure nutritional knowledge. No significant results were obtained on the nutritional knowledge, food preference, or food consumption measures, thereby suggesting that the pronutritional treatment package had little educational impact on the children. (Author/RL)

ED 209 708 CS 503 662

Sikkink, Don

Ethics in Persuasion: An Integrated Teaching Approach for Increasing Student Awareness of Ethical Issues in Persuasion.

Pub Date-Nov 81

Note-8p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Opinion Papers (120) Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Course Descriptions, Course Objectives, *Ethics, Higher Education, Integrated Activities, *Persuasive Discourse, *Speech Communication, Speech Curriculum, Speech Instruction, Teaching Methods

Despite a professional commitment to teach ethics,'' speech communication literature and textbooks contain almost no advice or help on how to accomplish this task. An integrated teaching approach, however, can involve students more directly in the ethical issues that may arise in a persuasion course. The first element in increasing student awareness of ethics is emphasis on ethics as a serious matter in the course. The second element requires each student to write two or three sentences on what they consider to be the general ethical problem or issue'' in persuasion, then share their statements with others in the class and comment on them. This discussion of the various individual positions leads to the third element, the assignment of materials on ethics in the course textbook. The next formal element that focuses on ethics develops from two speech assignments: one that requires the students to use the ethical statement they wrote earlier as a guideline for a persuasive speech, and a second that requires them to meet the ethical standard established by the teacher. The last element of the course is the term paper. Students are required, based on course experience and readings, to rewrite their personal ethical standard prepared at the beginning of the class and to evaluate the ethics of the persuasive event they analyze using that standard. By including a statement of ethics as a course objective, the students and teacher are reminded, from the beginning, that ethics is a matter of serious concern in persuasion. (HOD)

ED 209 709 CS 503 664

Jaster, Frank

Assessing Corporate Training Programs in Business Communications.

Pub Date-Oct 81
Note-16p.; Paper presented at the Annual Meeting of the American Business Communication Association (Phoenix, AZ, October 14-17, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Business Communication, Communication Skills, *Formative Evaluation, *Interviews, *Professional Training, *Technical Writing, *Workshops, *Writing Skills

The purpose of this study was to assess the long-term effects of a corporate training program in business and technical writing. Subjects were 135 employees who attended ten three-day workshops during the course of one year. The effects of the workshops were assessed in two stages: immediately after the training through an evaluation form and one to two years later through an interview. The interview consisted of 6 open-ended questions and 42 closed-ended questions. Results indicated that (1) those elements of the writing workshop that remained most useful to the participants were those relating to organizing material and exercises in writing clearly and concisely, (2) the training in writing skills did appear to have some carry-over effect to reading skills, and (3) those areas of the training program that might be changed for best effect are the format (three-day), and the scheduling (Monday-Tuesday-Wednesday). Business communication consultants can improve their working relationships with their clients by offering such long-term follow-up assessments as part of their portfolios. (Appended is the interview guide for the follow-up assessment of the corporate seminars on written communications.) (HOD)

ED 209 710 CS 503 665

Myrick, Howard A. Keegan, Carol

Boston (WGBH) Field Testing of a Qualitative Television Rating System for Public Broadcasting.

Corporation for Public Broadcasting, Washington, D.C. Office of Communication Research.

Report No.-ISBN-0-89776-071-9

Pub Date-Jun 81

Note-59p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adults, *Evaluation Methods, Field Tests, Predictive Validity, *Programing (Broadcast), *Public Television, Rating Scales, *Television Research

Identifiers-Media Use

A field test was conducted to examine the efficiency of a paper-and-pencil television diary for collecting viewer evaluations of public and commerical television programs. Six hundred individuals in Boston, Massachusetts, kept qualitative viewing diaries for one week. The results indicated high and enthusiastic cooperation by the total sample. The diary was determined to be easy and convenient to use, with acceptably low nonresponse rates on each of the four qualitative scales used to evaluate programs. The resulting profile for public television lent credence to the notion that public television programs cannot and need not be evaluated solely on the basis of audience size. In addition, the data collected proved highly relevant to program development, scheduling, promotion, and evaluation, both for the local Boston station and for stations at the national level. Sample pages from the diary are appended. (Author/FL)

ED 209 711 CS 503 666

Goldman, Ronald J. LaRose, Robert

Assessment of Audience Feedback Systems for Research and Programming.

Corporation for Public Broadcasting, Washington, D.C. Office of
Communication Research.
Report No.-ISBN-0-89776-069-7
Pub Date-81
Note-86p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Audiences, *Communications, *Feedback, Programing (Broadcast), *Public Television, Research Tools, *Technological Advancement, Television Viewing
Identifiers-*Audience Response, Interactive Systems

Defining audience feedback systems as technical configurations that allow viewers in their own homes to respond electronically to television programing via telecommunications networks, this report examines research into the use of audience feedback systems as a means of reducing the cost and labor of eliciting viewer opinions and attitudes to a level that local public television stations can afford. The first section of the report specifies four applications in which audience feedback systems could benefit public television stations: pretesting, qualitative ratings, public opinion polling, and interactive programing. The second section defines these applications, describes them in terms of their uses and operational limitations, and offers examples of how each application could be implemented. The third section of the report covers the cost, limitations, and appropriateness of each of the possible applications, while the fourth section discusses the general barriers to the use of the systems. The fifth section compares each system to conventional feedback methods and to its competitors, and the sixth section notes the best technologies suited for each application. The systems are listed in an appendix. (FL)

ED 209 712 CS 503 667

Heflin, Debbora Tiesha Ann

The Acceptance of Television Commercials among Black Consumers.

Pub Date-Aug 81
Note-42p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, *Black Attitudes, *Blacks, *Ethnicity, Perception, *Television Commercials, *Television Research

A great deal of research has examined the effects of the racial composition of advertisements on their acceptance by the black consumer. From this literature two antithetical findings have emerged: (1) television commercials that use black models are more meaningful to black viewers than are those using white models, and (2) black models in advertisements have a negative effect on black consumers. A study was undertaken to address these contradictory findings by examining the contribution of black consciousness level in mediating the acceptance of television commercials among black consumers. The Developmental Inventory of Black Consciousness (DIB-C) was used to assess the psychological location of an individual along the black consciousness continuum. More than two hundred black adults then were asked to give interesting'' and convincing'' ratings to four types of television commercials (black models, white models, integrated cast, and neutral with no models). Recognition and recall data were also collected. The findings indicated that the subjects gave black commercials the highest ratings and remembered them the best. When subjects viewed white commercials, the results showed that blacks were more likely to give favorable ratings in accord with their level of black consciousness as measured by the DIB-C with those possessing the lowest level of consciousness giving the most favorable ratings. (Author/FL)

ED 209 713   CS 503 668

Gaskill, Rex W.

Community College Administrator Involvement with Forensics Programs.

Pub Date-Nov 81

Note-10p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrative Organization, *Administrative Problems, *Community Colleges, *Community Involvement, *Extracurricular Activities, *Speech Curriculum, Theater Arts, Two Year Colleges

Identifiers-*Forensics

The administration at Normandale Community College in Bloomington, Minnesota, has had tremendous influence on the college's forensics program. The first positive administrative decision made was to involve every full-time person hired in speech and theatre in the activity part of the program. Another positive aspect of the administration is its relatively constant and consistent moral and financial support. On the negative side is (1) the loss of a protected activity fee'' that was identified separately from tuition and allocated through a process which involved students, faculty, and administrators; and (2) the split'' personality that faculty develop as they teach under'' one associate dean and engage in speech and theatre activities under'' another associate dean. Not only does this mean that there is not one administrator who has responsibility to understand all of the speech program, but it also carries with it the preparation of two separate budgets and the artificial separation into two parts of what ought to be one whole. Suggestions for improving a speech activity program would include making the speech activity program a cocurricular program by involving the whole community and learning how to do more with less by bringing forensic tournaments closer to home. Faculty and administrators must devote the best of their efforts to save'' the community colleges for a complete communication program both curricular and cocurricular. (HOD)

ED 209 714 CS 503 669

Thompson, Teresa L.

You Can't Play Marbles You Have a Wooden Hand: Communication with the Handicapped.

Pub Date-Nov 81

Note-30p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Childhood Attitudes, *Classroom Communication, Communication (Thought Transfer), *Communication Problems, *Communication Research, Elementary School Students, *Mainstreaming, *Physical Disabilities

A two-year long study investigated the influence of being in a mainstreamed classroom on nonhandicapped children's abilities to communicate with the handicapped. The study involved three groups of students: (1) 66 nonhandicapped, nonintegrated (those in classes without handicapped children); (2) 24 nonhandicapped, integrated; and (3) 55 handicapped only. To measure the ability of a child to adapt communication to a specific listener, each subject was shown a series of eight drawings illustrating handicapped and nonhandicapped children doing different things and asked what he or she would say to communicate a certain intention to the child in the picture. The subjects' responses were coded for their empathic adaptation to each handicap. The subjects were tested at the end of the first year of a mainstreaming program and again at the end of the second year of the program. The results indicated that both nonhandicapped and handicapped children had difficulty communicating with their handicapped peers. Being in a mainstreamed class had no impact on the communication skills of the nonhandicapped children, and no differences were found between children studied at the conclusion of the first or second years of the mainstreaming program. (FL)

ED 209 715 CS 503 670

Hawkins, Robert

Strategies and Materials for a College Course in Communication and Aging.

Pub Date-Nov 81

Note-30p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Development, Aging (Individuals), Assignments, *Classroom Techniques, Communication Skills, Course Content, Gerontology, Higher Education, *Instructional Materials, *Interpersonal Relationship, Older Adults, Resource Units, *Speech Communication, *Speech Curriculum, Teaching Guides

Identifiers-*Aging Education

The components of a college course on communication and aging are described and discussed in this paper. The first section of the paper focuses on appropriate assignments, their underlying strategies, and necessary materials for enhancing young people's communication with older adults and their appreciation of the situations that elderly people face. Subsequent portions of the paper provide a syllabus for a course on communicating with older adults, a quiz on the myths and realities of aging, a questionnaire designed to clarify different ways of defining oneself as old, guidelines for conducting an interview with older persons, the simulation of a chronic condition or age-related impairment (hearing or vision loss) and guidelines for writing a report about the experience, the procedures for assigning students to a fantasy trip'' to imagine and describe an age-related experience (such as retirement), an intergenerational communication map on which students indicate their interpersonal communication patterns with others, a list of popular music items whose subject matter is aging, suggested assignments for papers and studies on aging, and a case study for class discussion. A bibliography on aging also is included. (RL)

EA

ED 209 716 EA 012 866

Kormos, Jim

Educator and Publisher Perceptions of Quality Curriculum and Instructional Materials During Declining School Enrolments.

Commission on Declining School Enrolments in Ontario, Toronto.; Ontario Dept. of Education, Toronto.

Pub Date-Aug 78

Note-174p.; Appendices C through G are missing, but are available on microfiche obtained from the Ontario Department of Education. For related documents, see ED 197 435-483.

Available from-Publications Centre, Ontario Department of Education, Ministry of Government Services, 880 Bay Street, 5th Floor, Queen's Park, Toronto, Ontario, Canada M7A 1N8 (Record No. ON01519/CODE00350; $1.50 for microfiche).

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Administrator Attitudes, Elementary Secondary Education, Evaluation, Feedback, Foreign Countries, *Instructional Materials, *Material Development, Publishing Industry, Resource Materials, State Curriculum Guides, State Standards, Teacher Attitudes

Identifiers-*Ontario, Ontario Department of Education (Canada)

To help Ontario (Canada) meet its goal of high quality education, researchers examined the processes by which learning materials are developed, educators' perceptions of both the processes and the materials, and the problem of maintaining high quality in learning materials while enrollments are declining. Questionnaire surveys of Ontario teachers, school board members, and publishers of commercial educational materials, together with interviews of Ministry of Education personnel and analyses of book industry journals, yielded data about influences on instruction and on commercial and local learning materials, methods of evaluating learning resources, school boards' allocations for learning materials, the ministry's book purchases and approval of materials, improvements needed in commercial and local materials, and information sources on learning materials. The report discusses the ministry's planning for materials development, commercial publishers' problems in developing materials, teacher and board assessments of ministry-approved materials and of materials developed by local boards or teachers, and alternative methods for developing, testing, and evaluating educational materials. Among the report's recommendations are that research be conducted on learning materials' effects on student learning, that teacher feedback be incorporated into learning material development, and that a provincial learning materials development center be established. (RW)

ED 209 717 EA 013 081

Blumenthal, Irene Benson, Charles

Educational Reform in the Soviet Union: Implications for Developing Countries. Staff Working Paper No. 288.

World Bank, Washington, D. C.

Pub Date-May 78

Note-104p.

Available from-The World Bank, Publications Unit, 1818 H Street, N.W., Washington, DC 20433 ($5.00).

Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Historical Materials (060)

Document Not Available from EDRS.

Descriptors-Access to Education, Centralization, Developing Nations, *Economic Development, Educational Change, *Educational Development, *Educational History, Elementary Secondary Education, Foreign Countries, Labor Force Development, Postsecondary Education, Professional Education, Specialization, Tables (Data), Vocational Education

Identifiers-*USSR

Examination of the history and present structure of Soviet education reveals a number of potential lessons for educational planners in developing countries, according to the authors. This report traces the course of Soviet educational reforms from the 1910s to the 1970s in four areas: general (elementary and some secondary) education, vocational training, higher education, and specialized secondary'' (technical) education. The authors note general education's evolution from underfunded, experimental forms after the revolution into a well-financed, centralized system, and they stress the coordination of all levels of Soviet education with economic and manpower planning. Among the characteristics of Soviet education mentioned are its technical or utilitarian emphasis, widespread use of supplementary informal education, willingness to expand without adequate resources, efforts to equalize educational access and facilities, overspecialization at the vocational and higher education levels, and orientation to the urban industrial sector. The authors cite nine implications for developing countries to explore, including the need for general education as a basis for technical and professional training, integration of economic development with education, emphasis on universal primary education, standardization of school facilities and equipment, and the necessity to educate women and national minorities. (PW)

ED 209 718 EA 013 082

Heidenheimer, Arnold J.

Major Reforms of the Swedish Education System: 1950-1975. Staff Working Paper No. 290.

World Bank, Washington, D. C.
Pub Date-Aug 78
Note-98p.
Available from-The World Bank, Publications Unit, 1818 H Street, N.W., Washington, DC 20433 ($5.00).
Pub Type- Historical Materials (060) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-Curriculum Development, Economic Factors, *Educational Change, *Educational History, Educational Innovation, Elementary Secondary Education, Foreign Countries, Politics, Postsecondary Education, Vocational Education
Identifiers-*Sweden

To develop a mass education structure that met the goals of both equality and efficiency, Sweden carried out extensive educational reforms between 1950 and 1975, starting at lower educational levels and moving in gradual stages to the highest levels. This report looks at the background, nature, and history of these reforms. Its chapter on the economic and political background of the reforms notes Sweden's economic development and gradual nationalization of national income in this period, as well as the success of the ruling Social Democrats at staying in power and building pro-reform alliances with elementary teachers, labor, and other political parties. The next chapter examines the creation of single nine-year comprehensive schools from separate elementary and lower secondary schools between 1950 and 1970. The report then describes the changes in upper secondary schools from 1960 to the early 1970s, when academic gymnasium'' schools were combined with vocational-technical schools. Following is an analysis of the attempts in the 1970s to restructure higher education by combining academic and practical'' education and by opening universities to a wider range of students. The final chapter briefly considers the implications of Sweden's experiences for other nations. (RW)

ED 209 719 EA 013 793

Gmelch, Walter H.
Release from Stress.
Pub Date-81
Note-89p.; Occasional pages may not reproduce clearly.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Administrators, *Change Strategies, *Coping, Elementary Secondary Education, Occupational Information, Office Management, *Prevention, Problem Solving, Role Conflict, School Personnel, School Secretaries, Self Help Programs, *Stress Variables, Worksheets

An overview of the most recent ideas on managerial stress is presented along with worksheets and exercises for a program to help educational administrators, their staffs, and secretaries cope with and reduce organizational and personal stress. Research cited includes the author's survey of 1,200 Oregon school administrators and over 200 secretaries from schools and district offices. The first part of the program involves completion of stress logs to note all the different kinds and sources of stress as well as to observe the daily patterns and weekly cycles of stress. This is followed by a series of exercises to identify all possible on-the-job stressors, assess the relative impact of each, list the most bothersome ones, and decide the amount of control one has over each. A stress management program can begin with the self-diagnosis of stressors. The top five stressors are to be listed and categorized into external and internal control factors. For those stressors where internal control is possible and the actual cause of the stress can be attacked, the Seven Steps to Managing Stress'' process is recommended. The process is explained and work sheets provided. (MLF)

ED 209 720 EA 014 083

Carpenter-Huffman, Polly Samulon, Marta
Case Studies of Delivery and Cost of Bilingual Education.
Rand Corp., Santa Monica, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-Rand-N-1684-ED
Pub Date-Apr 81
Contract-300-79-0522
Note-118p.
Available from-The Rand Corporation, 1700 Main, Santa Monica, CA 90406 ($7.00).
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Bilingual Education, Delivery Systems, Educational Assessment, Elementary Secondary Education, *Instructional Student Costs, Parent Participation, *Program Costs, Teacher Characteristics

To gather empirically based data to assist in the formulation of federal rules for the nation's bilingual education programs, the authors studied six school districts in the western United States. All the participating school districts had well-established bilingual programs. Data were collected through structured interviews with superintendents, bilingual program directors, budget directors, school principals, teachers in both bilingual and monolingual English programs, and instructional aides. Three major questions were addressed in the study: How does provision of bilingual education vary among school districts? Why do these variations arise? How do these variations affect cost? The study revealed wide variation in the timing and emphasis placed on the content of bilingual education, in the delivery mode used, and in the availability of qualified teachers. Concentrating on analysis of the added cost for instructional personnel in bilingual programs, the authors found that the programs add between $100 and $500 to the per-pupil cost of instruction. The total added cost of these programs ranges from $200 to $700 per pupil. The study presents a new method of computing added costs derived from economic principles. (WD)

ED 209 721 EA 014 100

Compensating the Administrative Team. The Administrative Team Career Development Series, Book 2.

American Association of School Administrators, Arlington, Va.; National School Boards Association, Washington, D.C.

Pub Date-81

Note-33p.; Prepared for the AASA Committee for the Advancement of School Administration (CASA). Reviewed and approved by the Joint AASA-NSBA Committee.

Available from-American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00844; $3.50; quantity discounts).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrators, Career Development, *Compensation (Remuneration), Fringe Benefits, Merit Pay, Recognition (Achievement), Rewards, Salaries, Salary Wage Differentials

As part of the Administrative Team Career Development Series, this booklet outlines several factors to consider in establishing compensation structures for school district administrators. Such structures must balance the needs and interests of the employee, the school system, and the public. Salary, working conditions, and fringe benefits must all be considered in promoting fair treatment of administrators and fostering productivity, loyalty, and high morale. Steps for evaluating a district's current compensation structure should include rating each administrative position according to equity, rationality, competiveness, retention, job performance, responsiveness, and career growth. After the monetary value of each position is determined, districts can develop their compensation plan using one of five alternatives the traditional single-step schedule, a traditional schedule with steps based on merit, a traditional schedule with noncumulative performance awards, a traditional schedule with cumulative performance awards, and a variable schedule. The variable compensation schedule is generally the most responsive to district needs, but it adds administrative problems. Districts must also consider factors such as grandfather'' clauses, transition, union contracts, and market forces. Additionally, it is suggested that further study be undertaken by school board members, superintendents and administrative personnel, incorporating information from the AASA/NSBA publication Compensating the Administrative Team Full Report.'' (MMJ)

ED 209 722 EA 014 114

Board or Superintendent: Who Manages the Schools? Research Action Brief Number 19.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-Oct 81

Contract-400-78-0007

Note-5p.

Available from-ERIC Clearinghouse on Education Management, University of Oregon, Eugene, OR 97403 (Free).

Pub Type- Opinion Papers (120) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Board Administrator Relationship, Board of Education Policy, *Board of Education Role, Elementary Secondary Education, Political Power, *Power Structure, Social Influences, *Superintendents

Recent research on the historical and political influences affecting the relationship between local school boards and superintendents is summarized and discussed in this paper. Following a brief summary of the historical development of the superintendency in the nineteenth and twentieth centuries, the author contrasts the opposing viewpoints of Callahan and Tucker and Zeigler regarding the actual balance of power between boards and superintendents. Callahan believes the evolution of superintendencies has provided boards and superintendents with a system of checks and balances while still giving citizens a voice in the schools. Tucker and Zeigler see instead a lack of balance, rising superintendent dominance, and a loss of citizens' power. The paper next examines the status of superintendents today. It cites Zeigler and Jennings book, ``Governing American Schools,'' which concludes that the superintendent is clearly dominant over the school board, and contrasts this view with the positions of Cuban and Boyd, who assert that a variety of political and social factors influence the relative power of superintendents. The author concludes that the local boards themselves are in the best position to decide what role they want to play. (Author/JEH)

ED 209 723 EA 014 140

Wood, J. M.

Permanent Part Time Teaching: An Australian Perspective. ERDC Job Sharing Study 1981 (Secondary Schools) Part 1. Education Research Reports.

Newcastle Univ. (Australia).

Pub Date-Apr 81

Note-88p.; Best copy available. Table 19-31 may not reproduce clearly.

For a related document, see EA 014 141. Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Foreign Countries, Interpersonal Relationship, *Part Time Faculty, Secondary Education, State Surveys, Tables (Data), *Teacher Attitudes, Teacher Characteristics, Teacher Effectiveness, *Teacher Employment, Teacher Supply and Demand, Teaching Conditions, Unemployment

Identifiers-Australia (New South Wales), *Permanent Part Time Teaching

Rising Australian unemployment in the 1970s, increasing part-time employment, and large fluctuations in teacher supply and demand has made Australian teachers interested in more flexible employment patterns. One such pattern, permanent part-time teaching (PPTT), involves teaching at least 12 hours of school per week at fixed times with prorated salaries and fringe benefits. To find teachers' attitudes toward PPTT, the author surveyed 653 secondary teachers in 17 urban and rural public schools in New South Wales (Australia). Questionnaires sought data on respondents' age, sex, marital status, teaching experience, spouse employment, and child dependents and on their perceptions of PPTT's impact on working conditions, teacher supply and demand, teaching effectiveness, administrative costs, and social relationships. Using analysis of variance, the author reached 23 conclusions about teacher attitudes. Responding teachers thought that PPTT would help improve working conditions, increase teacher effectiveness with pupils, restore equilibrium in teacher supply and demand, and better teachers' ability to cope with social relations problems. ([illegible]W)

ED 209 724 EA 014 141

Wood, J. M.

Attitudes Towards Permanent Part Time Teaching (P.P.T.T.): A N.S.W. Perspective. EDRC Job Sharing Study (Secondary Schools) 1981. Part II. Education Research Reports.

Newcastle Univ. (Australia).
Pub Date-May 81
Note-56p.; Best copy available. Tables 21 and 22 may not reproduce clearly. Paper presented at Annual Meeting of the ANZAAS Conference (51st, Brisbane, Queensland, Australia, May 11-15, 1981). For a related document, see EA 014 140.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrator Attitudes, Cost Effectiveness, Foreign Countries, Interpersonal Relationship, *Part Time Faculty, Rural Urban Differences, Secondary Education, State Surveys, Tables (Data), *Teacher Attitudes, Teacher Characteristics, Teacher Effectiveness, Teacher Supply and Demand, Teaching Conditions
Identifiers-Australia (New South Wales), *Permanent Part Time Teaching

Because of disequilibrium in the 1970s between Australia's supply of and demand for teachers, there has occurred a gradual increase in part-time teaching in elementary and secondary schools. This has included job sharing and, especially in South Australia, permanent part-time teaching (PPTT). PPTT is defined as employment for at least two school days per week with fixed hours, prorated salaries and fringe benefits, and normal job and promotion rights. Potential part-timers include teachers with differing training, lifestyle, or career needs. A survey of 653 New South Wales secondary teachers and administrators in 17 urban and rural public schools sought information on respondents' personal characteristics (age, sex, marital status, teaching experience, spouse employment, and child dependents), administrative status, and perceptions of PPTT's impact on working conditions, teacher supply and demand, teaching and administrative effectiveness, and social interaction. Statistical analysis using correlation coefficients and analysis of variance yielded 19 conclusions about teachers' attitudes toward PPTT, including that males more strongly support PPTT, that administrators impute higher costs to PPTT, that teachers see more benefits than costs from PPTT, and that PPTT would improve working conditions. (Author/RW)

ED 209 725 EA 014 148

Reduction in Force Layoff and Recall. Suggested Personnel Policy Guidelines for School Districts.

Oregon State Dept. of Education, Salem.
Pub Date-Aug 81
Note-20p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, Employment Patterns, *Job Layoff, Long Range Planning, Personnel Policy, *Reduction in Force, *Retrenchment, Teacher Dismissal
Identifiers-Oregon

This document focuses on the issues involved when changes in school district staff size are planned and revises the 1977 document, Reduction in Force.'' Because local Oregon school districts have statutory and constitutional authority to reduce force and lay off staff, they need to develop plans for such actions when procedures are not included in their collective bargaining agreements or when supplements to those agreements are needed. When planning for a necessary change in staff size, districts must still ensure that equal educational opportunities are available to all students, that equal student activities are offered for males and females, and that affirmative action procedures and state standard requirements remain intact. Additionally, procedural requirements of the Oregon Fair Dismissal Law and local collective bargaining agreements must be followed. Position descriptions are needed for each type of position to ease reassignments. In writing a plan, districts should establish clear procedures for determining that reduction is needed. Specific programs that can be eliminated should be identified along with alternatives and considerations for retained personnel. Districts must also have policies intact for recalling employees to work. Finally, the board should officially adopt the plan and disseminate it. A brief list of printed resources and organizations that can be contacted for assistance is included. (MMJ)

ED 209 726 EA 014 169

Wirsing, Marie E.

The Artist Is He Who Dances in Chains.

Pub Date-8 Jul 80
Note-31p.; Paper presented at the Foundations of Education Symposium, Education for the 1980s'' (Cheney, WA, July 1980).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Freedom, Accountability, Administrative Policy, *Authoritarianism, *Civil Liberties, Court Litigation, Elementary Secondary Education, Power Structure, School Organization, Student Teacher Relationship, *Teacher Administrator Relationship, Teacher Attitudes, Teacher Behavior, *Teacher Dismissal

In the context of a high school teacher's dismissal for refusing to participate in hall supervision on ethical grounds, the author discusses the authority structure of public schools and the role and responsibilities of professional educators. Past contract conditions that regimented the private and professional lives of teachers are reviewed, as are court decisions in defense of teachers' civil liberties. The rights of teachers to follow the dictates of conscience in defiance of authority are considered in connection with the legal emphasis on educational accountability. The author contends that the provisos included in much of the current accountability legislation and procedures conflict with the personal convictions of some public school teachers. She stresses that the prevailing autocratic structure of the school is an anomoly in a political democracy. Teachers are urged to be practicing intellectuals, build support systems within the school, examine curriculum policy and decision-making within the school, and pursue issues surrounding authority. (MLF)

ED 209 727 EA 014 172

Zeigler, L. Harmon And Others

A Comparison of the Source and Substance of Conflict in Educational and Municipal Governance.

Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Note-32p.; For related document, see EA 014 173.
Available from-Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, OR 97403 ($1.50).
Pub Type- Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrators, Citizen Participation, *City Officials, Comparative Analysis, *Conflict Resolution, *Educational Administration, Elementary Secondary Education, *Governance, Political Influences, School Districts, *Superintendents
Identifiers-*City Managers

This report describes the sources and substance of conflicts as revealed by city managers and superintendents. The data presented are from interviews conducted for a study that compares and contrasts the conflict management behaviors of 52 superintendents and 52 city managers and the conditions that are associated with them. The purpose of the descriptive study is to address two questions: How much conflict from various sources do superintendents and city managers report? What is the substance of the conflict? The first question is based on the assumption that, in addition to generalized conflict, city managers and superintendents respond to demands from a variety of sources (the elected board or council, other administrators, other governments, or segments of the community). The second question involves a comparison of the range in the substance of conflicts faced by superintendents and city managers. These questions are discussed in terms of the two groups' relationships with the public, legislative bodies, and their internal organizations. (Author/MLF)

ED 209 728 EA 014 173

Zeigler, L. Harmon And Others
Reexamining the Beleaguered Superintendent Question.
Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Note-56p.; For a related document, see EA 014 172.
Available from-Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, OR 97403 ($2.00).
Pub Type- Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrators, Citizen Participation, *City Officials, Comparative Analysis, *Conflict Resolution, *Educational Administration, Elementary Secondary Education, *Governance, School Districts, *Superintendents
Identifiers-*City Managers

The major purpose of this study is to further understanding of conflict management in educational governance. The study compares and contrasts the conflict management behaviors of 52 superintendents and 52 city managers and the conditions that are associated with such behaviors. The sample was drawn from the San Francisco (California) and Chicago (Illinois) areas. Data are presented by geographical location as well as by interviewee position. Similarities between school district and council-manager institutions are discussed. The researchers examine how the respondents both perceive and handle citizen involvement and involvement by other interested parties. In accounting for differences between the two groups, the three dimensions of the nature of conflict (source, substance, and scope of intensity) are explored. Educational and municipal governments are compared for the levels of conflict arising from various sources: the legislative body, segments of the community, staff members, and other levels of government. The discussion of substance concerns how school districts and municipalities are affected by various types of conflict issues, such as those that evolve from collective bargaining, state or federal regulations, or other kinds of tensions within the community. The discussion of the scope or intensity of conflicts focuses on the number and characteristics of parties involved and the duration of the conflict. (Author/MLF)

Mehan, Hugh

The Role of Language and the Language of Role in Practical Decision Making.

Pub Date-Aug 81
Note-40p.; Paper presented at the Annual Meeting of the American Sociological Association (Toronto, Ontario, Canada, August 24-28, 1981). Not available in paper copy due to marginal legibility of original document. Figure 1 may be illegible.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Case Studies, *Decision Making, Disabilities, Elementary Education, Lay People, Power Structure, *Professional Recognition, Role Theory, Special Education, *Speech Communication, *Status, *Student Placement
Identifiers-*Professional Role, Role, *Technical Language

In observing 51 decisions made in a school district over the period of a year concerning the placement of elementary students in special education, the author noted that most decisions seemed to be presented and accepted rather than debated. To discover why, he analyzes one meeting and placement decision of the district's eligibility and placement committee. After describing the district's student referral process and the paths followed by special education students, the author lists the four phases of the committee's proceedings, including information presentation, decision-making, parents' rights explanation, and student goal-setting. Analysis of the language used by the meeting's participants in the information-presentation phase shows that the professional participants presented (without interruption) test-based academic information, using mystifying technical language. However, the nonprofessionals' observational, emotion-based information was elicited by questions, was frequently interrupted, and was communicated in everyday language. Further, the nonprofessionals depicted the student in situational, historical, and biographical contexts while the professionals did not. The author concludes that the roles of professional and layperson are embedded in the language used in the meeting, and that the different authority assigned to these roles explains the acceptance without debate of the professionals' recommendations. (Author/RW)

ED 209 730 EA 014 182

Bussard, Ellen

School Closings and Declining Enrollment.

Educational Facilities Labs., Inc., New York, N.Y.; National Committee for Citizens in Education, Columbia, Md.

Spons Agency-Gould Foundation for Children, New York, N.Y.

Report No.-ISBN-0-88481-245-6; ISBN-0-934460-12-4

Pub Date-81

Note-61p.

Available from-National Committee for Citizens in Education, 410 Wilde Lake Village Green, Columbia, MD 21044 ($3.50, plus $1.00 for postage and handling).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Board of Education Role, Change Strategies, *Citizen Participation, Decision Making, Declining Enrollment, Educational Facilities, Elementary Secondary Education, Information Needs, *Parent Participation, *School Closing

Identifiers-Property Disposition

To improve parent and citizen involvement in school closing decisions, this guidebook discusses the methods and requirements for effective participation. Chapter one covers the background of school closings and declining enrollment, including national demographic and lifestyle changes and their effects on schools and other institutions. Chapter two lists eight components of successful citizen involvement programs, including appropriate definition of the problem, establishment of priorities, widespread information-sharing and debate, and a cooperative, problem-solving spirit. Different methods of getting involved and various courses of action are described in chapter three, while chapter four notes eight topics, such as enrollment and finances, about which involved citizens will need credible information. The fifth chapter suggests 13 strategies to consider in handling enrollment decline and school closure. Among the suggestions are boundary shifts, curriculum changes, staff sharing, and school space sharing. Chapter six offers ways to ease the transition after a school closes. The summary chapter emphasizes eight key points, including the need for adequate time to involve the community and for school reuse plans. Two appendices provide questions citizens should ask about school property reuse and a list of national citizen-advocacy organizations in education. (RW)

ED 209 731 EA 014 183

McGraw, Onalee
Family Choice in Education: The New Imperative. Critical Issues.
Heritage Foundation, Washington, D.C.
Pub Date-78
Note-67p.; Verso of cover may not reproduce clearly, due to small print.
Available from-Heritage Foundation, 513 C Street, N.E., Washington, DC 20002 ($1.00; quantity discounts).
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Constitutional Law, Court Litigation, Curriculum, *Educational Responsibility, Educational Vouchers, Elementary Secondary Education, *Family Involvement, *Family School Relationship, Humanism, *Parent Responsibility, *Parent School Relationship, Religion, *School Choice, School Role, School Support, State Church Separation, Values
Identifiers-First Amendment

Drawing on the writings of scholars in the field, this report presents the case for increased parental control over the education of children. It begins by maintaining that the American public school has fallen from favor mainly because of a decline in academic achievement and the replacement of the teaching of basic skills with social engineering. The author sees the humanistic curriculum and subjective values as the roots of the crisis. The author maintains that education is basically religious and neither can, nor should be, the value-free institution that today's educators strive for. Advocating reforms based on more family control and less state control of education, the report attempts to demonstrate that the Constitution and a number of Supreme Court decisions guarantee the primary rights of parents in the education of their children. Court decisions illustrating the legal tension between family rights and state control are cited. Finally, current proposals for increasing family choice in education are presented and explained, ranging from voucher systems to minimum competency requirements to moral education classes. The paper concludes that in this democratic, pluralistic society, all families should be free to train their children according to the values and beliefs they cherish. (Author/JM)

ED 209 732 EA 014 184

West, E. G.

The Economics of Education Tax Credits. Critical Issues.

Heritage Foundation, Washington, D.C.
Pub Date-81
Note-69p.; Verso of cover may not reproduce clearly, due to small print.
Available from-Heritage Foundation, 513 C Street, N.E., Washington, DC 20002 ($3.00).
Pub Type- Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Economic Factors, Educational Finance, Elementary Secondary Education, Models, Private Schools, Public Schools, School Support, *Tax Credits, *Tuition
Identifiers-California, District of Columbia

Based on the view that tuition tax credits will benefit all taxpayers, this report examines the history and economics of educational financing to furnish a background for an explanation of current proposals to provide tuition tax credits. The author begins with five theoretical economic models of school finance designed to explain the logic of tuition tax credits. The report then looks at several historical models of school finance including the New York public school system and the economic bases for free and for compulsory schooling. The rationales for current proposals to establish tax credits are then examined and some criticisms of tuition tax credits are refuted. The report then makes a case for a potential gain for taxpayers from education tax credits based on the contention that they will generate competition throughout the school system and bring down the cost of education. Early origins and recent federal proposals for tax credits are then examined, including Tom Paine's education tax credit system, U.S. federal tax credit and tax deduction schemes until 1977, the Packwood-Moynihan Proposal, and the 1979 tuition tax credit bill. The report concludes with descriptions of education tax credit proposals in California and Washington, D.C., and a comparison of tax credits and vouchers. (Author/JM)

ED 209 733 EA 014 185

De Tray, Dennis And Others
Fiscal Restraints and the Burden of Local and State Taxes.
Rand Corp., Santa Monica, Calif.
Spons Agency-Ford Foundation, New York, N.Y.
Report No.-ISBN-08330-0344-5; Rand-R-2646-FF/RC
Pub Date-Aug 81
Grant-780-659A

Note-99p.; Some tables contain small print and may be marginally legible.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Finance Reform, Financial Policy, Income, Justice, Longitudinal Studies, *Property Taxes, Tables (Data), *Tax Rates, Urban Demography
Identifiers-City Taxes, Income Groups, Income Taxes, State Taxes, *Tax Equity, *Tax Limitations

Researchers gathered data on all state, city, and property taxes in ten cities in three states to find whether tax limitation measures have changed the distribution of tax burdens among income classes. The ten cities representing a range of tax rates, economic bases, income levels, demographic characteristics, and revenue systems comprised Kansas City and Wichita (Kansas); Camden, East Orange, Montclair, and Newark (New Jersey); and Cerritos, Compton, Los Angeles, and Oakland (California). All three states had passed fiscal limitation measures in the 1970s. After discussing theories of the distribution of tax burdens (or tax incidence''), the researchers constructed models allocating property and other tax burdens among five income classes. They then calculated the change in tax burden among the income classes and between renters and owner-occupiers caused by the fiscal restraints. Results indicate that tax burdens were reduced in all California and New Jersey cities; that the lowest income group had the highest tax burden both before and after tax limitation, and that tax burdens became more progressive in all cities except Montclair and Newark, chiefly because progressive state income taxes were substituted for regressive property taxes. (Author/RW)

ED 209 734 EA 014 190

Grady, Joan B.

Student Activities . . . an Extension of the Curriculum.

National Association of Secondary School Principals, Reston, Va.

Pub Date-Oct 81

Note-13p.

Available from-National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($0.50; quantity discounts; payment must accompany orders of $15 or less).

Journal Cit-Practitioner; v8 n1 Oct 1981

Pub Type- Collected Works - Serials (022) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Role, *Extracurricular Activities, Guidelines, Organizational Objectives, Program Evaluation, Secondary Education, *Student Organizations

Identifiers-Advisers, Student Activity Directors

Extracurricular activities in secondary schools are an important part of student preparation for adult life. This document presents guidelines on the components, administration, and evaluation of student activities. It suggests that a comprehensive activity program should include student government, publications, cultural activities, service clubs, sports, honor societies, and special interest groups. In reviewing the administration of student activities, the author discusses the activity program's objectives, the principal's role, the responsibilities of the student activities director, and the criteria to use in selecting and compensating activity advisers. Eleven criteria for evaluating student activities are presented, including participation levels, the variety of activities available, skill development, school and community service provision, and adequacy of accounting and supervision. The document also stresses the importance of viable student councils and student governments. Six brief profiles are given of school activities in secondary schools in Mississippi, Colorado, Idaho, and Virginia. (RW)

ED 209 735 EA 014 191

Alexander, Sharon J. And Others

Overview of State Policies Related to Adolescent Parenthood. A Report of the Adolescent Parenthood Project.

National Association of State Boards of Education, Washington, D.C.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-80
Grant-90-C-1760
Note-303p.; For a related document, see EA 014 192. Not available in paper copy due to 60 pages of small print.
Available from-National Association of State Boards of Education, 444 North Capitol St., NW, Suite 526, Washington, DC 20001 ($15.00).
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adolescents, Agency Cooperation, Elementary Secondary Education, Family Planning, Federal Programs, Financial Support, Health Services, Parenthood Education, *Parents, *Pregnant Students, *Public Policy, Sex Education, Social Services, State Programs
Identifiers-*Adolescent Parents

To help state policy makers and program developers, researchers gathered information on government policies regarding adolescent pregnancy and parenthood. Data were compiled through a questionnaire survey of health, education, and social service agencies in the federal government and all 50 states. The report describes federal programs relevant to pregnant adolescents and adolescent parents, including food supplements, mother and child health services, family planning, and Medicaid. A sixty-page table summarizes all the states' policies and programs concerning adolescent pregnancy or parenthood in seven areas, comprising the policies' legal frameworks; interagency cooperation

within states; funding sources; state-level committees currently considering these problems; education on sex, pregnancy, and parenthood; and the issue of minors' consent for family planning services. The report also gives a state-by-state narrative description of relevant policies and programs, before concluding with recommendations for model policies on adolescent pregnancy and parenthood. Among the researchers' findings are that there is increasing recognition of adolescent pregnancy and parenthood as a problem, but that most states lack adequate data, funds, and interagency coordination to handle it. Appended are a copy of the survey questionnaire and a list of key contact persons the survey used. (Author/RW)

ED 209 736 EA 014 193

Smith, Stuart C., Ed. And Others
School Leadership: Handbook for Survival.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No.-ISBN-086552-078-X
Pub Date-81
Contract-400-78-0007
Note-353p.; For individual chapters, see EA 014 194-204 and ED 189 680.
Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 ($13.95; quantity discounts; make checks payable to ERIC/CEM Publications).
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Guides - Non-Classroom (055) - Opinion Papers (120)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Administrator Characteristics, Administrator Qualifications, *Administrator Responsibility, *Administrator Role, Communication (Thought Transfer), Conflict Resolution, Decision Making, *Educational Administration, Educational Environment, Elementary Secondary Education, *Leadership, Leadership Qualities, Leadership Styles, Management Teams, Meetings, Principals, Problem Solving, Racial Discrimination, *School Administration, Sex Discrimination, Superintendents
Identifiers-*Leadership Effectiveness, Participative Decision Making, School Based Management, Stress Management, Time Management

Based on the assumption that the survival of the nation's schools and their leaders depends on these leaders having real influence over the quality of schooling, this volume draws from the work of many authorities to look at leadership from three perspectives: the person, the structure, and the skills. Chapters focusing on the person who holds the leadership position look at characteristics of today's educational leaders, at what makes an effective leader, at the scarcity of female and black school leaders, and at leadership style. The part of the volume focusing on structure looks at the organizational supports that underlie school leadership. It examines school-based management, management support teams, participative decision-making systems, and determinants of school climate. Chapters on leadership skills highlight several abilities administrators must master to be effective leaders in education today. This part of the volume looks at such skills as communicating, leading meetings, managing time and stress, managing conflicts, and solving problems. Practical suggestions for using this information in schools are offered throughout. (Author/JM)

ED 209 737 EA 014 194

Mazzarella, Jo Ann
Portrait of a Leader.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Contract-400-78-0007
Note-19p.; Chapter 1 of School Leadership: Handbook for Survival'' (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.
Available from-Not available separately; see EA 014 193.
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Opinion Papers (120) - Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-*Administrator Characteristics, Administrator Education, Administrator Evaluation, Administrator Qualifications, Administrator Selection, Communication (Thought Transfer), Educational Administration, Elementary Secondary Education, Environmental Influences, Family Environment, Heredity, Human Relations, Leadership, *Leadership Qualities, Literature Reviews, Personality Traits, Principals, *School Administration

Chapter 1 of a volume on school leadership, this chapter looks at research findings concerning the characteristics of leaders. The author begins by looking at those characteristics resulting from accidents of birth or early environmental influences and concludes that leaders are usually more intelligent than nonleaders, not firstborn, used to making decisions from an early age, and from a higher socioeconomic group than followers. The next section focuses on leaders' traits and skills in the area of human relations. The research cited concludes that leaders are better than average at interacting with others, enjoy socializing, and are good talkers and listeners. The final section concerns character qualities of the effective school leader. This section suggests that successful principals and other educational administrators have some traits that distinguish them from those who are less successful. These characteristics are clear goals, enough security not to resist change, and ability to be proactive'' to initiate or lead rather than passively react. Practical implications of these findings for the selection, evaluation, and training of educational leaders are included.

The chapter is intended to be especially helpful to those who hire school administrators or plan their training programs. (Author/JM)

ED 209 738 EA 014 195

Coursen, David Mazzarella, Jo Ann
Two Special Cases: Women and Blacks.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Contract-400-78-0007
Note-20p.; Revised version of ED 102 640. Chapter 2 of ``School Leadership: Handbook for Survival'' (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.
Available from-Not available separately; see EA 014 193.
Pub Type- Information Analyses (070) - Opinion Papers (120) - Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-*Administrator Characteristics, *Administrator Selection, Educational Administration, Elementary Secondary Education, Leadership, Literature Reviews, Principals, *Racial Discrimination, School Administration, *Sex Discrimination, Superintendents

Chapter 2 of a volume on school leadership, this chapter examines the ethnic background and sex of educational leaders, concluding that, even after decades of civil rights and feminist activities, nearly all educational administrators are white males. The authors make a case for the value of diversity in educational leadership, then present their findings, concluding that there are today fewer women or minorities in educational administration than there were thirty years ago. The attitudes and practices that foster this situation are explored. Finally, the authors make specific suggestions for remedying the situation. The chapter is especially intended for those in charge of hiring administrators, those who work with women and blacks, and for women and blacks who are educational leaders or aspire to educational leadership. (Author/JM)

ED 209 739 EA 014 196

Mazzarella, Jo Ann
Leadership Styles.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Contract-400-78-0007
Note-30p.; Chapter 3 of ``School Leadership: Handbook for Survival'' (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.

Available from-Not available separately; see EA 014 193.
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Opinion Papers (120) - Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-Administrator Education, Behavior Theories, Decision Making, Educational Administration, Elementary Secondary Education, Leadership, *Leadership Styles, Literature Reviews, Management Development, Principals, *School Administration, Superintendents

Chapter 3 of a volume on school leadership, this chapter reviews theories of leadership style. After defining leadership style simply as ``how the leader leads,'' the author presents and explains significant ideas about the important components and environmental determinants of leadership style. The author looks at leadership style theories that stress decision-making, theories that stress ways of looking at subordinates, and those that stress the leader's emphasis on people or the job. After asking what the best style is and whether leaders can change their styles, the author examines many of the conflicting answers to these questions offered by researchers and writers. The final section presents specific ways in which important aspects of each leadership style theory can be translated into action in schools. The chapter is especially intended for leaders who want to examine and evaluate how they function, for those who want to explore how they might function as leaders, and for those who are interested in the theoretical reasons behind and implications of leaders' behaviors. (Author/JM)

ED 209 740 EA 014 197

Lindelow, John

School-Based Management.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Contract-400-78-0007
Note-25p.; Revised version of EA 013 140. Chapter 4 of School Leadership: Handbook for Survival'' (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.
Available from-Not available separately; see EA 014 193.
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Guides - Non-Classroom (055) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Administrator Role, Board of Education Role, Centralization, Community Involvement, *Decentralization, Decision Making, Elementary Secondary Education, Governance, *Institutional Autonomy, Principals
Identifiers-Alachua County School District FL, Alberta (Edmonton), Cherry Creek School District CO, Fairfield Suisun Unified School District CA, Irvine Unified School District CA, Michigan (Lansing), Monroe County School District FL, Participative Decision Making, School Based Budgeting, *School Based Management

Chapter 4 of a volume on school leadership, this chapter is a revised version of the issue of School Management Digest'' entitled School Based Management.'' It draws from the work of many authorities to define, explain, and make a case for school-based management, a system of educational administration in which the school is the primary unit of decision-making. The author begins by examining in detail the school-based management concept. He relates the rationale underlying decentralized management to the criticisms of centralization on which it is based. Examples of successful school-based management are described in Florida and California and in the school districts of Lansing (Michigan), Edmonton (Alberta), and Cherry Creek (Colorado). The key role of the principal as the true leader of the school is discussed, along with the complementary role of the central office in supporting and evaluating the schools. It is noted that the school board still sets goals and policies and makes final decisions. The school site's control over curriculum, personnel, and budget matters is examined, followed by a review of the increased roles of the staff and community in the decision-making process. The author concludes that the rewards of autonomy and feelings of ownership are well worth the extra time and efforts spent on school-based management. (Author/JM)

ED 209 742 EA 014 198

Lindelow, John
Team Management.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Contract-400-78-0007
Note-19p.; Chapter 5 of ''School Leadership: Handbook for Survival'' (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.
Available from-Not available separately; see EA 014 193.
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Guides - Non-Classroom (055) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-*Administrator Responsibility, Administrator Role, Boards of Education, Communication (Thought Transfer), Decision Making, Educational Administration, Elementary Secondary Education, *Management Teams, Policy Formation, Power Structure, Principals, School Administration, Superintendents
Identifiers-Attleboro Public School District MA, *Participative Decision Making, Rio Linda Elementary School District CA, Yakima Public School District WA

Chapter 5 of a volume on school leadership, this chapter reviews the literature to define and explain management teams and to describe several successful management team arrangements. The author begins by noting that team management has recently enjoyed a resurgence as a response to collective negotiations, but beyond this function can have value in its own right as a way of improving school administration. The author emphasizes that for a team arrangement to be successful, trust among all parties administrators, superintendent, and board is important and that the superintendent's commitment to power sharing is essential. Additionally, he maintains that the design of the team management system is crucial, especially its communication channels. He notes that the team agreement need not be in writing and describes different types of team arrangements for different sized districts. The author emphasizes that the primary purpose of the management team is to bring middle-echelon administrators into the district's decision-making processes. Using information from interviews and articles, three examples of successful teams are described, in Yakima, Washington, Rio Linda, California, and in Attleboro, Massachusetts. (Author/JM)

ED 209 742 EA 014 199

Lindelow, John And Others

Participative Decision-Making.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Contract-400-78-0007

Note-18p.; Chapter 6 of School Leadership: Handbook for Survival'' (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.

Available from-Not available separately; see EA 014 193.

Pub Type- Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Decision Making, Elementary Secondary Education, Power Structure, Principals, *School Administration, *Teacher Administrator Relationship, *Teacher Participation, Teachers

Identifiers-Connecticut (Mansfield), *Participative Decision Making, Teacher Involvement Project

Chapter 6 in a volume on school leadership, this chapter makes a case for the use of participative decision-making (PDM) at the school-site level, outlines guidelines for its implementation, and describes the experiences of some schools with PDM systems. It begins by citing research indicating the advantages of PDM, including better decisions, higher employee satisfaction, and better relationships between management and staff. The authors then discuss guidelines offered by a number of authorities to help administrators implementing PDM. They advocate that administrators vary their decision-making styles. In addition they make suggestions about who should be involved in which decisions and touch on the extent, areas, and forms of involvement. The advantages of going slowly when moving to a more participative form of decision making and of providing necessary training are noted. The authors describe two successful experiences with PDM, the San Jose (California) Teacher Involvement Project and the Mansfield (Connecticut) public schools. They conclude that when utilized correctly, PDM can be one of the most effective techniques a leader can use to motivate others to strive willingly for group goals. (Author/JM)

ED 209 743 EA 014 200

Lindelow, John Mazzarella, Jo Ann

School Climate.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Contract-400-78-0007
Note-19p.; Chapter 7 of School Leadership: Handbook for Survival'' (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.
Available from-Not available separately; see EA 014 193.
Pub Type- Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Academic Achievement, Administrator Role, *Educational Environment, Elementary Secondary Education, *Improvement Programs, Measurement Techniques, Norms, Principals
Identifiers-Organizational Climate Description Questionnaire

Chapter 7 of a volume on school leadership, this chapter defines, describes, and suggests ways to improve climate at the school building level. After citing a number of definitions of school climate, the authors conclude that school climate is the feel an individual gets from experiences within a school system, or the global summation of the individual's perceptions of how personnel and students behave and interact. Beginning with the Organizational Climate Description Questionnaire,'' the authors discuss several climate assessment instruments to be used as a first step in a climate improvement program. Research linking school climate to student achievement, behavior, and attitudes is cited, leading to the conclusion that improving school climate is worthwhile. How to improve school climate is the focus of the next section, with an emphasis on the role of the principal and on the necessity of changing the norms in the school through techniques such as organizational development. Many practical suggestions are cited, together with the deduction that almost any approach to improve school climate undertaken with energy and optimism can be successful in improving morale, communication, and relationships with staff, students, and community. (Author/JM)

ED 209 744 EA 014 201

Coursen, David
Communicating.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Contract-400-78-0007
Note-20p.; Revised version of EA 012 503. Chapter 8 of School Leadership: Handbook for Survival'' (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.
Available from-Not available separately; see EA 014 193.
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Guides - Non-Classroom (055) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Administrator Role, *Administrators, *Communication (Thought Transfer), *Communication Skills, Group Dynamics, *Organizational Communication, Principals, *Public Relations, School Community Relationship

Chapter 8 in a volume on school leadership, this chapter is a revised version of Communications in the Open Organization.'' It offers suggestions from a number of authorities for administrators who want to learn how to communicate more effectively with a variety of groups within and outside the school. It begins by explaining the human communications process within the school and how it can be facilitated and improved. Such techniques as paraphrasing, behavior description, perception checking and feedback are explained and illustrated, and exercises for improving communication are suggested. How and why a principal should communicate effectively are emphasized. The second half of the chapter deals with communications between the school and the outside world. An effective public relations program, the author emphasizes, does not just happen but is carefully planned. It is recommended that school administrators assess public opinions about the school, specify the objectives they want their public relations program to meet, and then carefully plan what and how to communicate to the public. More specific public relations suggestions to use with particular groups parents, citizen groups, the media, and key communicators'' are also given. (Author/JM)

ED 209 745 EA 014 202

Huffstutter, Sandra

Managing Time and Stress.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Contract-400-78-0007
Note-27p.; Chapter 10 of School Leadership: Handbook for Survival''
(EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.
Available from-Not available separately; see EA 014 193.
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Guides - Non-Classroom (055) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Administrator Attitudes, Administrator Responsibility, Administrator Role, Elementary Secondary Education, Objectives, Planning, Scheduling, School Administration, Self Help Programs, *Stress Variables, *Time
Identifiers-*Stress Management, *Time Management

Chapter 10 in a volume on school leadership, this chapter lists practical suggestions from many diverse sources for managing time and reducing stress. The author begins by noting attitudes and concepts that block or facilitate time or stress management. A number of time management strategies are suggested, including goal-setting, using a daily time log, and reducing time-wasters. External time-wasters discussed include visitors, telephone calls, meetings, paperwork, and coworkers' needs. Internal time-wasters are inability to say no,'' inability to schedule and prioritize, inability to delegate, and tendency to procrastinate. Suggestions are made for dealing with both these kinds of time-wasters. The section on stress management begins by noting the overlap between time management and stress management problems and strategies. Stress is defined and the Social Readjustment Scale which ranks the stress of life events is reproduced. The author suggests keeping a daily stress log to increase awareness of specific problem areas. She then recommends ways to handle two kinds of stressors those that can be controlled and those that cannot. The author concludes that managing time and stress develops the dedication, determination, and serious purpose necessary for lasting leadership. (Author/JM)

ED 209 746 EA 014 203

Lindelow, John
Managing Conflict.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Contract-400-78-0007
Note-18p.; Chapter 11 of School Leadership: Handbook for Survival'' (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.
Available from-Not available separately; see EA 014 193.
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Guides - Non-Classroom (055) - Opinion Papers (120)
Document Not Available from EDRS.

Descriptors-Administrator Responsibility, *Administrator Role, Communication (Thought Transfer), *Conflict, *Conflict Resolution, Elementary Secondary Education, Problem Solving, School Administration

Chapter 11 in a volume on school leadership, this chapter draws from the work of many authorities to define and classify conflict and present techniques for its management in schools. Emphasizing that conflict can have positive or creative as well as negative or destructive results, the author notes that all conflict need not be resolved. He offers several typologies of conflict based on such things as the kinds of issues involved and the severity of conflict. Three primary sources of conflict are identified: communications problems, organizational structure, and human factors. Stages of conflict are identified, ranging from anticipation to discussion to open conflict. With a warning that there is no one best method for managing conflict, the author explains several ways of dealing with it. Merely avoiding conflict is mentioned as sometimes valuable but often only a temporary answer. The author cites writers who recommend the creation of superordinate goals or the institution of mutual problem-solving. The use of compromise or arbitration is touched on as is the use of authority to settle disputes. The author lists several ways to manage conflict by altering organizational structure. The chapter ends with a caution: more important than knowledge of conflict management is actual experience in dealing with conflict. (Author/JM)

ED 209 747 EA 014 204

Hale, Norman Lindelow, John

Solving Problems.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Contract-400-78-0007
Note-24p.; Revised version of ED 151 894. Chapter 12 of School Leadership'' (EA 014 193). For related documents, see EA 014 193-204 and ED 189 680.
Available from-Not available separately; see EA 014 193.
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Guides - Non-Classroom (055) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Decision Making, Elementary Secondary Education, *Force Field Analysis, Participation, *Problem Solving, Program Development
Identifiers-Brainstorming, Consensus, *Delphi Technique, Ellenstown School District WA, *Nominal Group Technique, Paramus Public Schools NJ, Skyline Wide Educational Plan

Chapter 12 in a volume on school leadership, this chapter cites the work of several authorities concerning problem-solving or decision-making techniques based on the belief that group problem-solving effort is preferable to individual effort. The first technique, force-field analysis, is described as a means of dissecting complex problems into their major parts or forces. According to the authors, once a problem is broken down into its components, an administrator can more easily plot a course toward its solution. The second problem-solving technique, the nominal group technique, is characterized as a means of generating alternative solutions to problems by asking group members to first formulate solutions independently, then share and discuss them. Applications of the technique and its advantages over conventional brainstorming techniques are described. The third problem-solving technique presented here, the Delphi technique, is described as a way to develop consensus on complex issues. According to the authors, several experts are asked to respond to a series of questionnaires that usually funnel the group toward consensus on the issue being discussed. Variations of the technique and several applications in schools are described. (Author/JM)

ED 209 748 EA 014 205

Stallings, Jane

What Research Has to Say to Administrators of Secondary Schools About Effective Teaching and Staff Development.

Pub Date-Jul 81

Note-38p.

Pub Type- Information Analyses (070) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Basic Skills, Classroom Environment, *Faculty Development, Inservice Teacher Education, Models, Secondary Education, *Teacher Effectiveness, Teacher Improvement, *Teacher Workshops, Teaching Skills

A review of research literature on the effective teaching of basic skills in secondary education and a description of a model staff development program provide guidelines for school administrators in improving teachers' skills. The literature identifies both classroom- and school-level factors influencing teacher effectiveness. Classroom factors involve teacher organization and planning on the first school day, students' time on task, task variety, teacher-student interaction during instruction, and the size of instructional groupings. School factors include school climate, absences and tardiness, policies regarding classroom intrusions, grading systems, teacher access to student achievement data, and parental support. Administrators wishing to foster the development of teacher skills in these areas can choose from a variety of training workshops for teachers. The author describes a model workshop program that includes a pretest phase to find what skills the staff needs, an informational phase linking theory and practice, a phase for guided practice, and a posttest or followup phase to assess changes in teacher behavior. The author also lists 15 necessary conditions for this model program. An appendix details the seven workshops that comprise the program. (RW)

ED 209 749 EA 014 206

Pondy, Louis R. Huff, Anne S.

Drama and Routine in the Public Schools.

Illinois Univ., Urbana. Dept. of Business Administration.
Pub Date-81
Note-42p.; Figure 2 may be illegible.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Role, Case Studies, Computer Oriented Programs, Content Analysis, *Educational Innovation, Elementary Secondary Education, *Meetings, Microcomputers, Models, *Organizational Change, Superintendents, *Verbal Communication
Identifiers-*Administrative Routine

A case study of curricular change compares two leading models of organizational change. One model stresses the uncertainty and disorder of major changes and views them as dramatic events. The other model sees major organizational shifts as the result of ordinary day-to-day processes and emphasizes their routine nature. For this study, the researchers analyzed the introduction of microcomputers into the classroom in one school district in an upper-middle-class Chicago suburb. Data for the case study were gathered through interviews, observation of administrative meetings, and content analysis of documents and speeches, using a method developed by political scientist Robert Axelrod. Microcomputers, seen by the superintendent as a major curricular change, were successfully introduced in the district without upheaval or drama. The researchers identify two methods by which the superintendent achieved this. First, routine administrative meetings over several years, at which the microcomputers were discussed, accustomed the principals, staff, and board members to their use. Second, the superintendent in his speeches and writings tied the microcomputers to audiovisual techniques, skill acquisition, literacy, and other familiar educational concepts. The authors suggest that such orderly, routine organizational changes should be studied more often. (Author/RW)

ED 209 750　　　　　　　　　　　　　　　　　　EA 014 207

Reed, Bobette P. Dandridge, William L.
Recruiting Minority Students.
National Association of Independent Schools, Boston, Mass.
Pub Date-79

Note-25p.
Available from-National Association of Independent Schools, 18 Tremont Street, Boston, MA 02108 ($3.25).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, Evaluation Methods, *Minority Group Children, Organizational Objectives, Private Schools, Resources, Role Models, *Self Evaluation (Groups), *Student Evaluation, *Student Recruitment
Identifiers-*Support Systems

To help improve private schools' recruitment of minority students, this handbook discusses where and how to begin, recruitment strategies, applicant assessment, and the need for in-school support systems for minority students. The authors stress that each school should begin by analyzing its own objectives, attitudes, and admission program. Included in this analysis should be examinations of the school's goals and motivations in recruiting minority students, its commitment to racial diversity, its responsibilities and resources, the experiences of its past minority students, and the attitudes of its admissions staff. In discussing recruitment strategies, the authors recommend using minority parents, organizations, and other resources. They make ten suggestions on how to inform resource people about the school. The handbook's review of minority applicant assessment looks at school expectations and standards, admissions interviews, transcripts, references, standardized tests, other predictors of school success, and financial aid. Support systems for minority students, say the authors, should include older minority students, minority parents, and adult role models and should take into consideration faculty perceptions of students, student advisers, skills improvement, and maintenance of racial identity. (RW)

International Students in the Independent School . . . A Handbook.

Committee on Boarding Schools, Boston, Mass.; National Association of Independent Schools, Boston, Mass.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-80
Note-164p.
Available from-National Association of Independent Schools, 18 Tremont Street, Boston, MA 02108 ($15.00).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Admission (School), Curriculum Development, Educational Counseling, Elementary Secondary Education, English (Second Language), *Foreign Students, Guidelines, Private Schools, *Student Personnel Services, *Student Recruitment
Identifiers-*Immigration Law

To strengthen private elementary and secondary schools' recruitment and education of international students, this handbook offers guidelines for solving potential problems involved in recruiting, admitting, teaching, and providing services for international students. Its first chapter defines international students as those whose cultural experiences differ markedly from those of traditional American students. Also discussed is the school's responsibility to analyze its reasons for wanting international students and to prepare itself for change in order to meet these students' needs. Chapter two reviews problems in admission policies and procedures as well as questions about graduation requirements, credentials evaluation, and English language proficiency. In chapter three the authors provide tips on recruiting international students through overseas contacts or trips abroad. Curriculum changes and student support services are covered next, including staff and student orientation, advising and counseling of international students, academic program changes, discipline, medical services, food, and billing and other business concerns. Chapter five examines college placement responsibilities, such as academic planning, testing, and financial aid application. The final chapter discusses immigration law and procedures and the obligations of schools and students. Seventeen appendices present checklists, directories, bibliographies, and other resources. (RW)

ED 209 752 EA 014 209

Checklists for Business Managers. A Tool for Effective Independent School Management.
National Association of Independent Schools, Boston, Mass.
Pub Date-79
Note-43p.
Available from-National Association of Independent Schools, 18 Tremont Street, Boston, MA 02103 ($5.75).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrator Guides, *Check Lists, Educational Finance, Elementary Secondary Education, Food Service, Insurance, Money Management, Nonprofessional Personnel, Personnel Policy, *Private Schools, Purchasing, Records (Forms), Risk, *School Business Officials, School Maintenance, Student Transportation

The business office guides of the departments of education of Illinois and New Jersey served as the basic resource documents in forming this guide for independent school business managers. The checklists are grouped under the following headings: financial management, insurance and risk management, records retention, purchasing, nonacademic staff, food service, maintenance, and transportation service. After completing a particular checklist, business officials can identify strengths and weaknesses and develop realistic plans for outlining and reaching goals, meeting needs, and making improvement. Statements on the checklists are purposely designed to elicit a definite response, Yes,'' No,'' or Not applicable'' (N/A). The correct'' answer will depend on the school and its policies, practices, requirements, and circumstances. The checklists are arranged in looseleaf format to permit addition or alteration of whole sections or of individual pages. (Author/MLF)

ED 209 753 EA 014 210

Finlayson, Jean, Ed.
Management Training for Further Education Staff in the United Kingdom and West Germany. Comparative Papers in Further Education. Number Seven.
Further Education Staff Coll., Blagdon (England).
Pub Date-80
Note-106p.
Pub Type- Reports - Evaluative (142) - Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrator Education, Comparative Analysis, *Educational Administration, *Educational Needs, Foreign Countries, *Management Development, Postsecondary Education, Principals, Teacher Education
Identifiers-England, West Germany

Twenty-five short papers discuss educational management training in England and West Germany. The papers outline current provisions for training educational administrators, compare training needs with the training provided, and note training trends and problems common to the two countries. After a brief foreword, the first paper explains the rationale behind educational management training. Two papers then describe the English and West German educational systems. Two further papers review the educational management programs currently available in England and West Germany. Nine papers on England and seven on West Germany each set preceded by a short introduction present administrators' responses to questions on the training of regional educational administrators and principals as well as teacher educators' responses to questions on their methods of training teachers. The final paper summarizes the administrative training needs identified in the preceding articles, including training in school and labor law; in general planning, administrative, and financial tasks; in communications and human relations; and in public governmental processes. (Author/RW)

ED 209 754 EA 014 212

Henderson, Anne, Ed.
Parent Participation-Student Achievement: The Evidence Grows. NCCE Occasional Papers.
National Committee for Citizens in Education, Columbia, Md.
Pub Date-81
Note-76p.
Available from-National Committee for Citizens in Education, 410 Wilde Lake Village Greene, Columbia, MD 21044 ($3.25 plus $1.00 postage/handling; quantity discounts).
Pub Type- Reference Materials - Bibliographies (131) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, Disadvantaged Youth, Elementary Secondary Education, Family Characteristics, *Family Influence, Federal Aid, Parent Aspiration, Parent Influence, *Parent Participation, Parent School Relationship, Predictor Variables

An introduction and annotations of 37 research reports review evidence regarding the effect of parental involvement on student achievement in elementary and secondary education. The annotations cover studies from 1966 through 1980 that analyze such variables as family background and socioeconomic status, parent powerlessness, parents' expectations of their children's academic achievement, family and student self-image, educational activities in the home, and parents' involvement in parent-teacher associations and other in-school activities. The introduction briefly traces the development of research on parental involvement, starting with James Coleman's 1966 study, ``Equality of Educational Opportunity.'' The author concludes that the form of parental involvement in education, whether in or out of school, is not important as long as the involvement is well-planned, comprehensive, and long-lasting and serves to integrate students' experiences at school with those at home. Further research is needed, the author says, on methods of home-school collaboration and on the need for federal aid to continue parental involvement. (Author/RW)

ED 209 755 EA 014 213

Peach, Larry E. Reddick, Thomas L.

A Study to Determine Principals' Level of Participation in Decision-Making and Satisfaction with Decisions Made Within Selected Policy Areas.

Pub Date-11 Nov 81
Note-7p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (10th, Lexington, KY, November, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Attitudes, *Administrator Role, Collective Bargaining, *Decision Making, Educational Facilities, Elementary Secondary Education, Money Management, *Principals, School Personnel, State Surveys
Identifiers-*Satisfaction, Tennessee

A statewide questionnaire survey of 180 Tennessee public school principals examined their perceived degree of participation in decision-making in six policy areas and compared it with their degree of satisfaction with the decisions made in those areas. The principals were selected from three sets of school systems: those which had had formal professional negotiations before the 1978 Tennessee Education Professional Negotiations Act; those which had had negotiations only after the passage of the act; and those which had never had formal negotiations. The six policy areas comprised curriculum and instruction, finance and business management, educational facilities and auxiliary services, school-community relations, pupil personnel, and certified personnel. Using analysis of variance the researchers found that there were not significant differences in levels of satisfaction among the three groups of principals in any policy area except certified personnel; in this area, the principals from systems with pre-1978 negotiations were least satisfied and least active in decision-making. The findings also indicated that principals from non-negotiating systems participated least in decision-making in two areas: finance and business management and educational facilities and auxiliary services. (Author/RW)

ED 209 756 EA 014 214

Reddick, Thomas L. Peach, Larry E.

Attitudes of County Commissioners in Twenty Counties in Middle Tennessee Concerning Public School Financial Issues.

Pub Date-11 Nov 81

Note-10p.; Paper presented at the Annual Convention of the Mid-South Educational Research Association (10th, Lexington, KY, November 11, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Attitudes, *County Officials, *Educational Finance, Elementary Secondary Education, *Expenditures, *Financial Support, School Support, State Aid, State Surveys, Taxes

Identifiers-Tennessee

In a survey of 96 county commissioners in 20 central Tennessee counties a state where county commissioners determine the funds available for local public school systems researchers used a seven-item questionnaire to elicit commissioners' attitudes on issues of public educational finance. The survey asked about local educational expenditures, methods of generating educational revenues, sources of educational income, and the adequacy of available funding for education. Analysis using a chi-square test for statistical significance indicated that the commissioners support additional local funding for educational expenditures pertaining to instruction, discipline, and auxiliary services, but not for sports, extracurricular activities, or teachers' cost-of-living raises. They oppose giving school boards the power to levy taxes; prefer using state and local sales taxes to raise educational revenues; and believe the primary source of public educational funding should be the state government. A copy of the survey questionnaire is attached to the report. (Author/RW)

ED 209 757 EA 014 215

Gilbert, Michael B., Ed.

Education for the 80's. Monograph No. 5.

University of the Pacific, Stockton, Calif. Bureau of Educational Research and Field Services.

Pub Date-Oct 81

Note-94p.

Available from-Director, Bureau of Educational Research and Field Services, University of the Pacific, Stockton, CA 95211 ($4.00 prepaid).

Pub Type- Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Accountability, Disabilities, Educational Change, Educational Needs, Elementary Secondary Education, Individual Needs, Mainstreaming, *School Role, State Legislation, Teacher Certification, Teacher Education, *Teacher Role, Values Education

Identifiers-Georgia

Five papers collected in this monograph provide information and suggestions regarding the potential role of educators in contemporary society. The first article suggests that, in many families, economic conditions requiring the employment of both parents will place greater responsibility for the development of children's moral and ethical standards on educators. The growing emphasis on educational accountability is discussed in the second article which focuses on the steps taken by the State of Georgia to improve student performance via the Georgia Educational Accountability Act. The next paper stresses the role of education in allocating opportunities, status, and rewards to citizens and the importance of adequate teacher training programs in the preparation of educators capable of meeting the demands of modern society. The fourth article explains the need to overcome the self-oriented attitudes of our students by encouraging both self-sufficiency and the desire to serve society at large by sharing energy and talents. Finally, an article on special education points out the need to change deeply entrenched practices by encouraging a better understanding of the behaviors and needs of special education students. (JEH)

ED 209 758 EA 014 216

Ogletree, Earl J. And Others

Race and Residence Influence Opinions of City Residency Ruling.

Pub Date 81
Note-7p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Attitudes, Board of Education Policy, Civil Liberties, Elementary Secondary Education, *Employment Qualifications, Race, Residence Requirements, Sex, *Teacher Attitudes
Identifiers-*Chicago Public Schools IL

A Chicago (Illinois) Board of Education rule effective September 1, 1980, requires that all employees, except those then living in the suburbs, must reside within the city limits of Chicago. The authors surveyed 188 teachers and administrators in the Chicago school system to determine their reactions to the ruling. While controlling for race, sex, residence, occupation, and other variables, they sought respondents' attitudes on their willingness to change residence, the rights of individuals and of the city, their own schools' quality, and the likely effects of the board's ruling on integration, school-community relations, quality of city and school life, and school system funding. The findings indicate that most educators opposed the residency requirement but that opinions varied by race and residence; that most respondents believed the board's policy would not improve the schools; and that most felt the ruling violated their individual rights. Respondents were undecided, however, about whether they would move or quit because of the residency requirement. (Author/RW)

ED 209 759 EA 014 217

Stallings, Jane A. Mohlman, Georgea G.

School Policy, Leadership Style, Teacher Change and Student Behavior in Eight Schools. Final Report.

Stallings Teaching and Learning Inst., Mountain View, Calif.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 81
Grant-NIE-G-80-0010
Note-131p.; Figures 2 and 3 and classroom snapshot'' may be marginally legible.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Administrator Characteristics, Attendance, Behavior Standards, *Discipline Policy, Discipline Problems, Educational Environment, High Schools, Inservice Teacher Education, Instructional Innovation, Leadership Styles, Morale, *Principals, *School Policy, Services, Teacher Attendance, Teacher Morale, Teacher Responsibility, *Time on Task
Identifiers-Participative Decision Making, *Rules and Regulations

Eight secondary schools participated in this study of the relationships among school policies, principal leadership style, teacher behavior, and student behavior. Data were gathered through student and teacher observations, student and teacher questionnaires, student absence records, observations of the physical environment, and interviews with principals. As one facet of the study, all teachers participated in the Stallings Effective Use of Time Training Program. A number of major findings emerged: (1) in schools where policies and rules were clearer and more consistently enforced, teacher morale was higher and there were fewer classroom intrusions, less litter and vandalism, a lower absence rate, less class misbehavior, and more time spent on task; (2) in schools with more administrative support services and fewer burdensome duties, teacher morale was higher and there was less classroom misbehavior; (3) in schools where the principal was more collaborative and respectful, teachers had higher morale and students perceived teachers and students as more friendly; (4) in schools with more supportive principals, more teachers implemented the training program; (5) in schools where the policies and rules were clear and consistent, more teachers changed their classroom behavior as recommended by the program; and (6) in schools where the teachers implemented the training program, students spent more time on task. (Author/JM)

ED 209 760 EA 014 219

Kerchner, Charles And Others

The Logic of Citizen Participation in Public School Labor Relations.

Institute for Responsive Education, Boston, Mass.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No.-IRE-R-4
Pub Date-Nov 81
Grant-NIE-G-6-79-0036
Note-45p.
Available from-Institute for Responsive Education, 605 Commonwealth Avenue, Boston, MA 02215 ($2.75).
Pub Type- Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Citizen Participation, *Collective Bargaining, Community Involvement, Decision Making, Elementary Secondary Education, *Labor Relations, Parent Influence, *Parent Participation

The influence of citizens on educational collective bargaining was examined in this study of eight school districts in California and Illinois. Data were collected through interviews with persons active in collective bargaining and observation of bargaining sessions and other meetings. The study revealed that citizens rarely participate directly in collective bargaining but may have strong influence over it through school board recall votes or elections. The authors differentiate between client participation (in which parents act as representatives of their children's rights) and citizen participation (in which parents attempt to alter organizational policy and practice) and discuss causes for movement from the former to the latter. The authors identify three decision-making arenas: legal/political, professional/bureaucratic, and labor relations. They suggest that the criteria that citizens use in deciding whether to participate in a particular arena are permeability of the arena, efficacy of entering that arena, and efficiency of influencing decisions in that arena. The report concludes that since the criteria used by citizens in deciding how and when to participate leads them away from direct participation in collective bargaining, public policy attention ought to be focused on encouraging citizen influence rather than on furthering direct participation. (Author/JM)

ED 209 761 EA 014 224

Benveniste, Guy

Implementation and Intervention Strategies: The Case of PL 94-142.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Report No.-IFG-PR-81-A18

Pub Date-Sep 81

Grant-OB-NIE-G-80-0111

Note-40p.

Available from-Institute for Research on Educational Finance and Governance, School of Education/CERAS Bldg., Stanford University, Stanford, CA 94305 ($1.00).

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Change Strategies, Compliance (Legal), Delivery Systems, Disabilities, Elementary Secondary Education, Federal Legislation, *Federal Regulation, Government School Relationship, Individualized Education Programs, *Intervention, Legal Problems, Mainstreaming, *Organizational Theories, Parent School Relationship, *Program Implementation, Sanctions

Identifiers-Education for All Handicapped Children Act

The notion of intervention strategies is introduced in this paper to explain why and when certain change efforts are successful. It is argued that the choice of control points and the selection of control linkages are determined by characteristics of the task in the implementing agency. Many implementation failures can be attributed to the selection of the wrong control point and the wrong linkage. Linkage refers to the kind of reporting required and the kind of positive or negative inducements used. Control points are selected as the relevant variable, whether implementation controls are mainly exercised on input, output, or process variables. Input controls relate to allocated funds and characteristics of the professionals and are associated with adaptive implementation. Output controls involve the implementer in saying something about what has been done and can either enlarge or reduce the implementer's discretion depending on the specificity of disclosure. Process controls are directed at internal behavior and are concerned with the way services or products are provided, thus reducing day-to-day discretion. This paper focuses on situations where the task does not always lend itself to routinization and where professional discretion is important. The implementation of the Education for All Handicapped Children Act of 1975 is selected to illustrate the unforeseen consequences of inappropriate intervention strategies. (Author/MLF)

ED 209 762 EA 014 225

Coffman, William E.

Those Achievement Tests How Useful?

Iowa Univ., Iowa City, Inst. for School Executives.

Pub Date-80

Note-5p.; Address delivered at a Testing Conference sponsored by the Midcontinent Regional Educational Laboratory and the Regional Offices of Educational Programs VII and VIII (Kansas City, MO, May 1979).

Available from-Institute for School Executives, University of Iowa, 210 Lindquist Center, Iowa City, IA 52242 ($1.00).

Journal Cit-Executive Review; v1 n1 1980

Pub Type- Speeches/Meeting Papers (150) - Collected Works - Serials (022) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Ability, *Achievement Tests, Criterion Referenced Tests, *Educational Testing, Elementary Secondary Education, Minimum Competency Testing, Norm Referenced Tests, *Standardized Tests, *Testing Problems, Test Interpretation, Test Reliability, Test Theory, *Test Use

Identifiers-School Effectiveness

Standardized achievement tests are often misused as indicators of a school's quality or effectiveness relative to other schools. This is an incorrect use because it ignores variation among schools in student abilities, family support of education, student mobility, and other factors. People also misuse tests because they impute to them more statistical reliability and validity than they actually have. An example using the Iowa Tests of Basic Skills illustrates the possibilities for reliability errors with both single tests and retesting over time. The use of norm-referenced tests to evaluate Title I programs, under the Elementary and Secondary Education Act, is incorrect because it makes the doubtful assumptions that national norms are valid and that one can compare either different groups of students or students with and without Title I treatment. However, criterion-referenced tests have similar problems with reliability, neglect of some learning areas and processes, and arbitrary choice of satisfactory performance levels. Hence it is unsound to use criterion-referenced tests alone in minimum competency testing, because the tests do not account for the range of student abilities, the student's employability, or educators' possible failure to solve a student's learning disability. (Author/RW)

ED 209 763 EA 014 226

Geske, Terry G.

School Administrators Can Make a Difference.

Iowa Univ., Iowa City. Inst. for School Executives.
Pub Date-Jan 81
Note-5p.
Available from-Institute for School Executives, University of Iowa, 210 Lindquist Center, Iowa City, IA 52242 ($1.00).
Journal Cit-Executive Review; v1 n4 Jan 1981
Pub Type- Information Analyses (070) - Opinion Papers (120) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrator Role, Cost Effectiveness, Elementary Secondary Education, Input Output Analysis, Institutional Characteristics, Measurement Techniques, *Organizational Effectiveness, Predictor Variables, *Productivity, Teacher Characteristics, *Teacher Effectiveness
Identifiers-Opportunity Costs, *School Effectiveness

To help administrators improve school efficiency in a time of financial constraints, this document reviews research on school productivity, points out possible improvements suggested by the research, and discusses several problems in measuring school costs and effectiveness. The author first explains the analytical concepts of school productivity, input-output analysis, and productivity functions. His review of school productivity research, covering studies of teacher, school, and program effectiveness, notes a number of variables that influence productivity, including teacher experience and verbal ability, teacher-student interaction, use of computers or other advanced technology, school climate, class size, and socioeconomic factors. Administrators wishing to apply the research findings to their schools, says the author, should also be aware of the opportunity costs the alternatives lost when a particular method or reform is adopted. The document also explains how difficulties in choosing among multiple educational goals and in selecting appropriate test instruments can create problems in measuring educational output. The author concludes that administrators can make a difference, however, by finding ways to make schools more productive and effective. (RW)

ED 209 764 EA 014 227

Foley, Walter J.

On Evaluation and the Evaluation of Teachers.

Iowa Univ., Iowa City. Inst. for School Executives.

Pub Date-Apr 81

Note-5p.

Available from-Institute for School Executives, University of Iowa, 210 Lindquist Center, Iowa City, IA 52242 ($1.00).

Journal Cit-Executive Review; v1 n5 Apr 1981

Pub Type- Opinion Papers (120) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Role, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, *Teacher Evaluation, *Teacher Improvement, Teacher Supervision

Seeking to clarify the purpose of teacher evaluation, the author advances a strategy in which improvement of instruction is the primary goal of evaluation. The paper divides the activities and strategies involved in evaluation into three broad categories: observation, judgment, and assignment of value. It recommends a process in which only those teachers most in need of improvement are identified and evaluated. This evaluation is followed by implementation of specific measures that focus on improving individual behaviors. The author also discusses the role of consensus and agreement over the purpose and nature of the evaluation process, the reliability and validity of the measurement standards employed, and student learning. The author concludes that the primary task in evaluating teachers is to finish with statements that relate to an acceptable theory of instruction rather than to teachers' personal characteristics. (JEH)

ED 209 765 EA 014 228

Helms, Lelia B.
Policy Analysis in Education: The Case for Incrementalism.
Iowa Univ., Iowa City. Inst. for School Executives.
Pub Date-May 81
Note-7p.
Available from-Institute for School Executives, University of Iowa, 210 Lindquist Center, Iowa City, IA 52242 ($1.00).
Journal Cit-Executive Review; v1 n6 May 1981
Pub Type- Opinion Papers (120) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Centralization, Decentralization, *Decision Making, *Educational Policy, Educational Resources, Elementary Secondary Education, Organizational Change, Organizational Climate, Organizational Theories, Participation, *Policy Formation, Postsecondary Education, Public Opinion, Redundancy
Identifiers-Incrementalism (Decision Making), Rationalization (Decision Making)

Policy analysts approach problems of decision-making from two distinct perspectives: rational-comprehensive and incremental. This paper examines the theory behind both perspectives and argues that incrementalism may be a more appropriate strategy for applied decision-making in education. In considering the appropriateness of applying incrementalism to a specific situation, the following environmental characteristics must be assessed: threshold on critical mass effects, structural decomposability, sleeper effects, and the issue attention cycle. In addition, the organizational characteristics of redundancy of resources, distribution of power, and maturity of the organization must be evaluated. Educational organizations are precluded from disruptive shifts in policy and thus are characterized by an incremental, additive approach to policy. Rationalization of educational policy in the United States is made difficult by the decentralized character of the system, the jealously guarded prerogative of local control, the predominance of short-term issues, and sudden swings in public demands. All of these conditions seem to call for incrementalism. Other characteristics showing a predisposition for incrementalism are abundance of resources (found in the redundancy in organization at the local and state levels), the availability of a bargaining arena, and organizational maturity. (Author/WD)

ED 209 766 EA 014 229

Murphy, Dennis Dailey
Avoiding the Court of First Resort.
Iowa Univ., Iowa City. Inst. for School Executives.
Pub Date-Jun 81
Note-5p.
Available from-Institute for School Executives, University of Iowa, 210 Lindquist Center, Iowa City, IA 52242 ($1.00).
Journal Cit-Executive Review; v1 n7 Jun 1981
Pub Type- Opinion Papers (120) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Role, Arbitration, *Conflict Resolution, Court Litigation, Elementary Secondary Education, *Grievance Procedures, *Legal Problems, Ombudsmen, Parent Grievances, *School Law

Many people in our society turn to courts for the resolution of every problem. By delegating to judges the authority to declare our legal rights we diminish our individual and collective liberties. This trend of legalism can have important consequences for school administrators. Rather than resist or evade the law, school officials can obviate judicial intrusion by employing several approaches. Administrative channels already in existence within the school system offer the most obvious means for resolving conflict. Another approach is the formation of a grievance committee, composed of people of divergent perspectives that can be called in when administrative channels prove unsatisfactory. Arbitration, in which an impartial third party conducts binding or advisory fact finding, is yet another alternative. A final mechanism is the u[illegible] of the ombudsperson, an in-house arbiter found in larger ins[illegible]. These alternatives can be costly in terms of time and energ[illegible] may prevent many disputes from reaching an advanced stage. (JEH)

ED 209 767 EA 014 230

Thomas, David B. Bozeman, William C.
Computers for Your Classroom: CAI and CMI.
Iowa Univ., Iowa City. Inst. for School Executives.
Pub Date-Jul 81
Note-5p.
Available from-Institute for School Executives, University of Iowa, 210 Lindquist Center, Iowa City, IA 52242 ($1.00).
Journal Cit-Executive Review; v1 n8 Jul 1981
Pub Type- Opinion Papers (120) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Role, Classroom Techniques, *Computer Assisted Instruction, *Computer Managed Instruction, Computer Oriented Programs, Educational Media, Elementary Secondary Education, Instructional Innovation, Recordkeeping
Identifiers-*Computer Uses in Education

The availability of compact, low-cost computer systems provides a means of assisting classroom teachers in the performance of their duties. Computer-assisted instruction (CAI) and computer-managed instruction (CMI) are two applications of computer technology with which school administrators should become familiar. CAI is a teaching medium in which students respond to computer displays. The ability of computers to interact with students distinguishes CAI from most instructional media. The computer may provide corrective feedback or present new information based on the student's response. The forms of interactive CAI include drill, practice, tutorial programs, problem-solving, instructional simulation, and testing. CMI provides information to the teacher that assists in the management of learning activities, and facilitates the processing of student information. CMI systems alleviate the burdens of recordkeeping and thereby enhance decision-making. School administrators should provide the appropriate leadership and support for the use of CAI and CMI in the educational process. (JEH)

ED 209 768 EA 014 231

Educational Programs That Work. A Catalog of Exemplary Programs Approved by the Joint Dissemination Review Panel. Eighth Edition.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Office of Educational Research and Improvement (ED), Washington, D.C. National Diffusion Network.

Pub Date-81

Contract-300-80-0939

Note-258p.; Not available in paper copy due to small print of original document.

Available from-Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 ($4.50; payment must accompany order).

Pub Type- Reference Materials - Directories/Catalogs (132) - Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, Art Education, Bilingual Education, Career Education, *Demonstration Programs, Early Childhood Education, Educational Administration, Elementary Secondary Education, Environmental Education, Health Education, Inservice Teacher Education, Language Arts, Learning Disabilities, Mathematics Education, Migrant Education, Nontraditional Education, Physical Education, Physical Sciences, Preservice Teacher Education, Social Sciences, Special Education, *Validated Programs, Vocational Education

To provide basic information on new educational methods and programs, this catalogue describes 315 projects designated as exemplary by the Joint Dissemination Review Panel of the U.S. Department of Education (DOE). The catalogue is divided into 12 categorical sections, including (1) adult education, (2) alternative schools and programs, (3) bilingual and migrant education, (4) career and vocational education, (5) early childhood and parent involvement programs, (6) physical, environmental, and social sciences, (7) educational organization and administration, (8) preservice and inservice training, (9) mathematics and language arts, (10) special education and learning disabilities, (11) fine arts and communication technology, and (12) health, physical education, special interest, and gifted-child programs. Data on each project comprise the title, capsule summary, target audience, description, evidence of effectiveness, financial and implementation requirements, services available, and name and address of a contact person. Projects are indexed by state, categorical section, ERIC descriptors, and title. Appendices list 54 projects added since the catalogue's last edition and exemplary projects that receive DOE funds for disadvantaged or handicapped children or for follow-through programs. (RW)

ED 209 769 EA 014 233

Fisher, Leslie
Oklahoma State Plan for Staff Development.
Oklahoma State Dept. of Education, Oklahoma City.
Pub Date-81
Note-24p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Agency Cooperation, Delivery Systems, Elementary Secondary Education, *Faculty Development, Financial Support, Guidelines, Incentives, *Inservice Teacher Education, Needs Assessment, Preservice Teacher Education, Program Evaluation, Rewards, State Standards
Identifiers-Oklahoma

The Oklahoma State Department of Education's plan for staff development is based on the premise that a systematic inservice program is one of the most productive means to improve the professional competencies of school staffs. This plan is intended to help local agencies develop their own programs while meeting federal and state standards, eliminating duplication of resources, and providing for a continuum between preservice and inservice training. The plan includes guidelines on such topics as delivery systems, program evaluation, funding, coordination, needs assessment, and incentives. (WD)

ED 209 770 EA 014 234

Alternative Education Programs for Disruptive Youth.
Pennsylvania State Dept. of Education, Harrisburg. Div. of Student Services.
Pub Date-May 81
Note-148p.
Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Discipline Problems, Financial Support, Inservice Teacher Education, Intermediate Grades, *Nontraditional Education, Program Costs, Program Descriptions, Program Evaluation, Secondary Education, Student Evaluation, Student Placement, Student Promotion, Teaching Methods, *Youth Problems

Pennsylvania's alternative education programs for youths with disciplinary problems have increased three-fold in the last five years. This publication includes descriptions of 36 such programs, chosen to be representative of the variety of programs operating in the state's schools. Each program description identifies the district, coordinator, grade levels, number of students, funding, yearly operating costs, and hours of operation. In addition, the descriptions answer six questions regarding such topics as student placement, curriculum, student

assessment, exit criteria, instructional techniques, staff training, and program evaluation. (WD)

ED 209 771 EA 014 235

Duckworth, Kenneth, Ed. And Others

Creating Conditions for Effective Teaching: Proceedings of a Conference (Eugene, Oregon, July 17-18, 1981).

Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Nov 81
Note-189p.
Available from-Center for Educational Policy and Management, University of Oregon, Eugene, OR 97403 ($4.00).
Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Administrator Role, *Collective Bargaining, *Conflict Resolution, Educational Administration, *Educational Improvement, Educational Practices, Educational Quality, Educational Research, Elementary Secondary Education, *Faculty Development, Political Influences, Superintendents, *Teacher Effectiveness

A conference held at the Center for Educational Policy and Management, Eugene (Oregon), in July 1981 addressed the topic of Creating Conditions for Effective Teaching.'' The subjects covered include the implications of research on teacher effectiveness, collective bargaining, and school governance. At each of these three sessions, a paper was presented and then discussed by designated respondents as well as by conference participants in general. Both the papers and edited transcripts of the discussions are included in the proceedings. A fourth session summarized the conference and offered ideas for future research on school improvement. (WD)

ED 209 772 EA 014 236

Alberts, William G.
The Effective School Board Member. An Introduction to the Work of Boards of Education in Illinois.
Illinois Association of School Boards, Springfield.
Pub Date-81
Note-33p.
Available from-Illinois Association of School Boards, 1209 South Fifth Street, Springfield, IL 62703 ($1.00).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrative Organization, Administrator Characteristics, *Board of Education Role, *Boards of Education, Codes of Ethics, Collective Bargaining, Educational Administration, Educational Finance, Elementary Secondary Education, *Group Membership, Meetings

To help new school board members gain a quick understanding of their job, this handbook's seven chapters and five appendices present useful guidelines and information. The first chapter discusses the general nature of school board membership, lists 12 characteristics of a good board member, and presents the Illinois Association of School Boards' code of conduct for school board members. Chapters two and three describe the structure of Illinois school government and of local school boards. The school board's powers and duties, including policy-making and school district monitoring, are addressed in chapter four. Chapter five looks at school board operations and meetings and suggests how to conduct effective meetings. The last two chapters introduce the new board member to school finance and collective bargaining. The appendices add further hints for conducting productive board meetings and provide a list of additional readings as well as guidelines for a board's relations with its chief administrator. (RW)

ED 209 773 EA 014 237

Griego, George J.

The Administrator-Teacher Interpersonal Interaction During the Evaluation Process. Research Paper.

Pub Date-81

Note-14p.; Appendix 2 may not reproduce clearly.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication Skills, Elementary Secondary Education, Evaluation Methods, *Interpersonal Relationship, Nonverbal Communication, Self Esteem, Speech Communication, *Supervisors, *Teacher Administrator Relationship, *Teacher Evaluation, *Teacher Supervision

To make teacher evaluation more effective and meaningful, supervisors must ensure that two-way communication takes place in all phases of the evaluation process, including planning and the collection and use of information. The easiest way to evaluate teachers is to look only at outcomes the method recommended in management-by-objectives (MBO) procedures. However, to guarantee good interpersonal interaction the MBO evaluation method should use a team of evaluators. Supervisor interaction with teachers must also overcome several barriers. First, supervisors' feedback and their offers of assistance must not threaten teachers' self-esteem and must promote teacher-supervisor trust. Feedback focused on the teaching job and oriented to the future is most effective. To be able to communicate in the most useful way, supervisors should also acquire skills in different verbal styles. Another barrier supervisors must overcome is verbal and nonverbal blocking behavior (by

teachers, supervisors, or both), which can restrict teacher-supervisor interaction. Supervisor communication with teachers during evaluation is further improved when the supervisor knows his or her own behavior, needs, and skills as well as those of the teachers and students. (RW)

ED 209 774 EA 014 238

Blauvelt, Peter D.
Effective Strategies for School Security.
National Association of Secondary School Principals, Reston, Va.
Report No.-ISBN-0-88210-129-3
Pub Date-81
Note-82p.
Available from-NASSP, 1904 Association Drive, Reston, VA 22091 ($5.00; orders totaling $15.00 or less must be accompanied by payment).
Pub Type- Books (010) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrator Guides, Administrator Responsibility, Change Strategies, Discipline Problems, Drug Use, Elementary Secondary Education, *Emergency Programs, Fire Protection, Improvement, *Prevention, Records (Forms), *School Safety, *School Security, *School Vandalism, Stealing, Violence
Identifiers-Incident Reporting

This handbook offers administrators specific advice on developing the skills, knowledge, and techniques needed for coping with problems of school crime and violence. The guide begins by advising administrators that having security information available at all times helps determine the climate of the school. Instructions are given for preparing written security reports. In addition, a standard category of offense code and an incident reporting form are provided. The remainder of the handbook deals with the following specific types of violence or vandalism: arson, assault, bomb incidents, burglary, drugs/narcotics/alcohol, extortion, larceny/theft, robbery, sex offenses, trespassing, vandalism, and weapons. The offense is defined, subcategories listed, and prevention strategies, response procedures, and investigative techniques provided in the form of a checklist of instructions. The concluding chapter deals with hostage/terrorist/childnapping and search and seizure. Reference materials and a bibliography are included. (MLF)

ED 209 775 EA 014 239

Progress of Education in the United States of America, 1978-79 and 1979-80. Report for the Thirty-Eighth International Conference of Education.

Department of Education, Washington, D.C.

Spons Agency-International Bureau of Education, Geneva (Switzerland).

Report No.-E-82-14020
Pub Date-82
Note-111p.; Some tables may not reproduce clearly.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00121-7; $5.50).
Pub Type- Historical Materials (060) - Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Administrative Organization, Curriculum, Educational Administration, Educational Finance, Educational Research, *Educational Trends, *Education Work Relationship, Enrollment Trends, Federal Aid, Federal Legislation, Federal State Relationship, Financial Policy, School District Autonomy, School Organization, School Statistics, Tables (Data) *Vocational Education

Summarizing recent trends and developments in public and private education in the United States, this report examines Constitutional and statutory provisions for education, discusses recent federal legislation, and describes the role of state and local authorities in the governance of elementary, secondary, and higher education. Expenditures, curricular issues, organizational structure, and statistical trends are presented. One section discusses the role of the federal government in current educational research, focusing especially on the National Institute of Education. The report also addresses the interaction of education and work. It provides an overview of the role of vocational education in preparing youth and adults for entry into the world of work and concentrates on the actions taken by the United States to strengthen and develop programs that link education and work. The report ends with a set of appendices that include a list of national advisory committees, selected references, and statistical tables. (JEH)

ED 209 776 EA 014 240

Lane, Carolyn A. Kelly, James G.

Community Influence on Schools and Student Learning.

Oregon Univ., Eugene. Center for Educational Policy and Management.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Note-30p.
Available from-Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, OR 97403 ($1.50).
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, *Community Influence, Elementary Secondary Education, Family Environment, *Family Influence, Family Role, Parent Influence, School Administration, Social Environment, *Social Influences

Presented in this paper is a framework to examine environmental influences on learning. The framework identifies factors from several environments the home, the community, and the larger sociocultural context and links them with school policy and operations. Methodological considerations important to further investigation of these environmental links are also discussed. This introductory inquiry into the topic of community influences is intended to set forth a paradigm guiding research at the University of Oregon's Center for Educational Policy and Management. To do so, research linking environmental influences to schooling and student learning is reviewed. The manner in which these influences affect school governance, student learning, and management of human resources at the school and classroom levels is explored and several theoretical approaches to studying these links are discussed. Finally questions flowing from this inquiry are proposed in the form of a research agenda. (Author/JM)

ED 209 777 EA 014 269

Reed, Linda

The Search for Quality Control in Dissemination of Educational Products and Practices: A Look at the Literature and Major Issues. Revised.

CEMREL, Inc., St. Louis, Mo. R&D Interpretation Service.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Aug 81
Note-66p.; For related documents, see EA 014 270-272.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Accountability, *Educational Assessment, Educational Improvement, *Educational Practices, Elementary Secondary Education, Federal State Relationship, Information Dissemination, Information Networks, *Program Effectiveness, *Program Validation, *Quality Control, Regional Laboratories, Research and Development Centers, State of the Art Reviews, Validated Programs

The Research and Development Exchange (RDx) is a network of regional educational laboratories and university-based research and development centers working to support state and local school improvement efforts. Initiated by the National Institute of Education in 1976, the RDx is composed of eight Regional Exchanges and four central support services. In 1979 members of the RDx agreed to collaborate in the development of a resource base on the identification and validation of promising educational programs, practices, and products. This paper provides a brief history and description of the following validation processes: the Joint Dissemination Review Panel (JDRP); Identification, Validation, Dissemination (IVD); Sharing Business Success (SBS); Project Information Packages (PIPs); and the National Education Practices File. Some of the issues in validation discussed in the paper include replication versus adaptation, the evaluation experience of the project staff, state responsibilities before validation, the degree of rigor applied in validation, and the nature of on-site visits. A bibliography on validation processes and the abbreviated form of original IVD submission requirements are appended. (Author/MLF)

ED 209 778 EA 014 270

Reed, Linda And Others

Survey of State Procedures for the Validation of Educational Programs.

CEMREL, Inc., St. Louis, Mo. R&D Interpretation Service.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Aug 81
Note-218p.; A collaborative effort of the Research and Development Exchange. For related documents, see EA 014 269 and EA 014 271-272.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Educational Improvement, *Educational Practices, Elementary Secondary Education, Federal State Relationship, Information Dissemination, National Surveys, *Program Effectiveness, *Program Validation, *Quality Control, Regional Laboratories, Research and Development Centers, State Departments of Education, Tables (Data), *Validated Programs

Members of the Research and Development Exchange (RDx) agreed to collaborate in the development of a resource base on the identification and validation of promising educational programs, practices, and products. State activities in validation and state concerns about and recommendations concerning current nationally used processes are the subject of this report. Questionnaires were sent by the regional educational laboratories to the states in their regions concerning: (1) the extent to which procedures to validate exemplary programs are being used by state departments of education; (2) the nature of the validation process in use; (3) state implementation procedures for validation and the scope of state validation efforts to date; (4) state organizational arrangements for validation and the nature of state support for the dissemination of validated programs; and (5) the extent of state collaborative validation activities. An overview of current state validation practices is shown on a chart. Survey results, organized by region, are presented in 17 tables accompanied by descriptions. A brief section discusses concerns and issues about the validation of educational programs and practices. In the appendices are summaries for each state, a list of state contacts, a description of validation processes, and the survey form (MLF)

Reed, Linda And Others
Survey of State Procedures for the Validation of Educational Programs. Executive Summary.

CEMREL, Inc., St. Louis, Mo. R&D Interpretation Service.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Aug 81
Note-32p. A collaborative effort of the Research and Development Exchange. For related documents, see EA 014 269-270 and EA 014 272.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Improvement, *Educational Practices, Elementary Secondary Education, Federal State Relationship, Information Dissemination, National Surveys, *Program Effectiveness, *Program Validation, *Quality Control, Regional Laboratories, Research and Development Centers, State Departments of Education, Tables (Data), *Validated Programs

Survey findings on state educational validation procedures show that of the 50 states surveyed, 45 have some form of established procedure for validation promising educational practices. Approximately two-thirds of the states that have validation programs employ either the Identification, Validation, Dissemination (IVD) procedure or some modification of it. Roughly a third of the states reported that they use their own state-developed validation processes. Forty-three states conduct site visits, following prescreening, to verify projects' status on the state's validation criteria. Significant variation occurs in the length of the site visits, the number of team members, and the composition of the teams. Twenty-seven states reported that they provide support to both the developer/demonstrators and the adopter/adapters of validated programs. Close to three-fourths of the states reportedly are involved in some form of cooperative activities with other nearby states. However, the cooperative activities center primarily on implementation of the validation procedure. Few if any states cooperate by actually sharing validated programs. A number of recommendations are made in the general areas of coordination and communication, funding, diffusion efforts, and the scope of the Joint Dissemination Review Panel (JDRP) programs. (Author/MLF)

Temmen, Karen, Comp.

Resources on Validation of Educational Programs, Practices, and Products: An Annotated Bibliography.

CEMREL, Inc., St. Louis, Mo. R&D Interpretation Service.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-Aug 81

Note-98p.; Prepared in collaboration with the Research and Development Exchange. For related documents, see EA 014 269-271.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Annotated Bibliographies, Educational Improvement, *Educational Practices, Elementary Secondary Education, Federal State Relationship, Information Dissemination, Program Effectiveness, *Program Validation, Quality Control, Regional Laboratories, Research and Development Centers, *Resource Materials, State Departments of Education, *Validated Programs

Members of the Research and Development Exchange agreed to collaborate in the development of a resource base on the identification and validation of promising educational programs, practices, and products. Part of that effort has been the development of a central file of resource materials on validation and the abstracting and indexing of those materials. The 69 publications annotated here are in the resource file collected by the Research and Development Interpretation Service for the collaborative effort. Accession number, title, availability, abstract, and descriptors are provided. An index following the bibliography assigns the documents to major categories. (Author/MLF)

EC

ED 209 781 EC 140 027

Hendrickson, Sharon

An Approach to Speech and Language Instruction for the Spanish-Speaking Preschooler.

Pub Date-Feb 81

Note-16p.; Paper presented at The Council for Exceptional Children Conference on The Exceptional Bilingual Child (New Orleans, LA, February 18-20, 1981, Session F-24).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cognitive Development, *Expressive Language, *Intervention, *Language Acquisition, *Language Handicaps, Language Tests, Models, Paraprofessional Personnel, Parent Education, Preschool Education, *Program Descriptions, Semantics, Socialization, *Spanish Speaking, Theories

Identifiers-*Limited English Speaking, Saint Marys Hospital AZ

Principles of language assessment and instruction for Spanish speaking preschoolers at St. Mary's Hospital in Tucson, Arizona, are presented. Basic definitions and program model (which looks at the child's communication skills based purely on semantic content contained in spontaneous language samples) are explained. The program's theoretical bases include the assumption that socialization and cognition provide an initial basis for language emergence and continue to interact with language development. The speech and language assessment process examines cognitive precursors to language, receptive language, medical/developmental history, oral peripheral facility, and expressive language (involving analysis of 50 spontaneous utterances elicited during play). The intervention component involves instruction in new syntactic forms, training of parents and paraprofessionals, selection of the language in which therapy is provided, and the use of a scoring system to facilitate monitoring of progress. Six attachments (in Spanish) are used in the parent/paraprofessional training program. (DB)

ED 209 782 EC 140 078

Family Training Program for Atypical Infants and Children. The Third Year Report.

Cantalician Center for Learning, Buffalo, N.Y.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Pub Date-18 Mar 81
Grant-G007701809
Note-397p.
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-Data Collection, *Demonstration Programs, *Developmental Disabilities, *Diagnostic Teaching, *Infants, Intervention, *Parent Education, Program Evaluation, Records (Forms)
Identifiers-At Risk (for Handicap)

The final report describes the Cantalician Center for Learning's Family/Infant Program, a 3 year demonstration project to enhance the growth and well being of developmentally disabled and at risk infants by helping family members become more effective caregivers and teachers. The first section covers the target population, provides a brief history, and outlines a statement of philosophy. The second section reviews the program and a variety of program outcomes and products. Separate subsections address the Center Program, Satellite Centers, and the Specialized Family Program. Noted among the program products are a family orientation notebook, a family oriented curriculum, and family program activites. A final section discusses procedures and contains tables and forms on collecting data relating to changes in program participants. Documents from all program areas are appended. Included are brochures, papers, policy and procedure statements, forms, evaluation materials, examples of various curricula, and dissemination products. The bulk of the document consists of evaluation forms such as the Family/Infant Program Developmental Checklist which assesses gross motor, fine motor, cognitive, language, and social/emotional skills. (SB)

ED 209 783 EC 140 093

Abernathy, Catherine B. And Others

Competency Goals and Performance Indicators K-12: Educable Mentally Handicapped Learners Supplement.

North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.

Pub Date 80

Note-14[illegible]p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Competency Based Education, *Educational Objectives, Elementary School Science, Elementary Secondary Education, Health Education, Language Acquisition, Language Arts, *Mild Mental Retardation, Physical Education, Reading Skills, Secondary School Science, Social Studies, Vocational Education

Identifiers-Mathematics Skills

The collection of competency goals and performance indicators is designed to assist regular and special educators in creating curriculum and instructional programs to maximize the learning potential of educable mentally retarded students. The competency goals and performance indicators are identified in most program areas by grade level categories (K through 3, 4 through 6, 7 through 9, and 10 through 12) and significant secondary level courses. Program areas covered include the following (sample subareas are in parentheses): healthful living (health, physical education, safety); languages (writing, speaking, listening); mathematics; reading (prereading skills, comprehension, word analysis, study skills, vocabulary); science; social studies; and vocational education. (SB)

ED 209 784 EC 140 094

PRISE Reporter. Volume 12, 1980-81.
Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prussia, Pa.
Spons Agency-Montgomery County Intermediate Unit 23, Blue Bell, Pa.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.
Pub Date- 81
Note-25p.
Journal Cit-PRISE Reporter; n12 Sep, Nov, Dec 1980 Jan, Apr, May 1981
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Development, *Disabilities, Emotional Disturbances, Failure, Hearing Impairments, Learning Disabilities, Mainstreaming, Physical Disabilities, Special Health Problems, *Speech Instruction, *Student Characteristics, Success, *Teacher Qualifications, *Teaching Methods, Visual Impairments, *Visual Learning

The document consists of six issues of the PRISE (Pennsylvania Resources and Information Center for Special Education) Reporter'' which cover issues and happenings in the education of the mentally retarded, learning disabled, emotionally disturbed, physically handicapped, visually handicapped, and speech/hearing impaired. Lead articles include the following titles and authors: Clusters of Capability The Emerging Challenge to Regular Teachers'' (M. Reynolds) which identifies 10 domains of professional competence important to teachers participating in the design and implemention of individualized education; Attributions for Success and Failure The Black Hole in Special Education'' (T. Bryan and R. Pearl) which reviews research on the attributions of learning disabled children which affect their success or failure; Special Education Services for Emotionally Disturbed Children A Need for Expanded Goals and Alternate Methodologies'' (P. Newcomer); Creative Curriculum Development for Students Who Have Physical Disabilities or Health Impairments'' (J. Mullins) which suggests adaptations of the standard curriculum to meet students' needs; Stimulating Visual Functioning in Preacademic Visually Impaired Students'' (S. Moore); and Teaching Hearing Impaired Children to Use Spoken Language'' (D. Ling). Each issue also contains special columns addressing dissemination happenings, research, tests, current citations, instructional materials, and films. (SB)

ED 209 785 EC 140 095

Bernal, Ernest M. Tucker, James A.

A Manual for Screening and Assessing Students of Limited English Proficiency.

Pub Date-Feb 81

Note-18p.; Paper presented at The Council for Exceptional Children Conference on The Exceptional Bilingual Child (New Orleans, LA, February 18-20, 1981, Session TH-10).

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities, Elementary Secondary Education, English (Second Language), Handicap Identification, *Language Proficiency, *Language Tests, *Minority Groups, Screening Tests, *Student Evaluation, Student Placement

Identifiers-*Limited English Speaking

The steps in the manual are designed to ensure that developmentally normal limited English proficiency (LEP) students are properly placed and to increase the validity of the special education referral-assessment-placement system. The construct of LEP is explained, and procedures for selecting two language proficiency tests are outlined. Criteria for decision making for the four phases of the screening assessment process are listed: Phase 1 informal language screening with the student home language questionnaire; Phase 2 formal language assessment; Phase 3 formal educational screening; and Phase 4 additional testing. (SB)

ED 209 786 EC 140 096

Bekey, Shirley W. Michael, William B.

The Performance of Gifted Upper Elementary School Girls on Piagetian Tasks of Concrete and Formal Operations.

Pub Date-Jan 81

Note-30p.; Paper presented at the Annual Meeting of the International Interdisciplinary UAP-USC Conference (11th, Los Angeles, CA, January 30-31, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Development, *Concept Formation, *Conservation (Concept), Females, *Gifted, Intelligence Quotient, Intermediate Grades, *Problem Solving

Identifiers-Concrete Operations, Formal Operations, *Piagetian Tasks

The formal operations skills and problem solving performance of 60 gifted girls (grades 4 through 6) were investigated. Ss were given Piagetian tasks which involved conservation of mass and weight, use of proportion, oscillation of the pendulum, and projection of shadows. Among findings were the following: (1) no relationship between IQ and either concrete operations (CO) or formal operations (FO) total scores; (2) positive association between age and total FO scores; (3) inverse correlation between time and IQ, CO, FO, and total Piagetian test score; and (4) precocity in 9 to 10 year old gifted girls on standardized intelligence scales and ability to solve Piagetian tasks quickly and correctly. Tables with statistical data are provided and descriptions of Piagetian tasks are appended. (SB)

ED 209 787 EC 140 097

Woods, Thomas S.

The Development of Stimulus Control as a Behaviour Management Technique.

Pub Date-Apr 81
Note-13p.; Paper presented at the Research Forum of the Annual International Conference of The Council for Exceptional Children (59th, New York, NY, April 12-17, 1981, Session B-10).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Autism, *Behavior Modification, Early Childhood Education, *Operant Conditioning, Stimulation

The study was designed to make a 6 year old autistic child's learning sessions more productive by reducing three self stimulatory rituals. Treatment involved structured academic sessions involving the S and one other child in basic motor and vocal imitation training which was done according to Discrete Trial Format followed by structured play. In addition, consequences of brief immobilization were applied if the S emitted any of the target behaviors. Sessions began with the investigation placing a small beach hat on the S's head. S's self stimulatory behavior was almost totally eliminated in the presence of the beach hat. (SB)

ED 209 788 EC 140 098

Yarnall, Gary Dean Carlton, Glenn R.
Guidelines and Manual of Tests for Educators Interested in the Assessment of Handicapped Children.
International Research Inst., Austin, Tex.
Pub Date-81
Note-114p.
Pub Type- Reference Materials (130) - Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Disabilities, *Educational Diagnosis, Elementary Secondary Education, Resource Materials, *Student Evaluation, Test Reviews, *Tests

The manual contains reviews of 29 assessment tools and tests useful in testing physically, sensorially, or severely handicapped children. An introduction discusses the limitations of standardized intelligence tests, difficulties encountered in testing handicapped children, guidelines for testing, and specific testing suggestions for children who are blind/visually handicapped, deaf/hearing impaired, multihandicapped, orthopedically handicapped, or severely and profoundly handicapped. The tests are listed alphabetically. Reviews are in alphabetical order with each review containing information on purpose, organization, administration, technical data, limitations, and general considerations. The following tests are reviewed: Adaptive Behavior Scale, Bayley Scales of Infant Development, The Bender Gestalt Test, Boehm Test of Basic Concepts, Callier-Azusa Scale, The Columbia Mental Maturity Scale, Denver Developmental Screening Test, Gesell Developmental Schedules, Goodenough-Harris Draw-A-Man Test, Haptic Intelligence Scale, Hiskey-Nebraska Test of Learning Aptitude, The Leiter International Performance Scale, Maxfield-Buchholz Social Maturity Scale for Blind Preschool Children, Michigan Manual for the Assessment of Deaf-Blind, Multiple Handicapped Children, Ontario School Ability Examination, Peabody Individual Achievement Test, Peabody Picture Vocabulary Test, Pictorial Test of Intelligence, Porteus Maze Test, Preschool Attainment Record, Raven's Progressive Matrices, Santa Clara Inventory of Developmental Tasks, Sequential Tests of Educational Progress, Slosson Intelligence Test, Stanford Achievement Test, Stanford-Binet Intelligence Scale 1972 Norms Edition, Vineland Social Maturity Scale, and Wechsler Intelligence Scale for Children-Revised.

(DB)

Weir, Sylvia

The Evaluation and Cultivation of Spatial and Linguistic Abilities in Individuals with Cerebral Palsy. Artificial Intelligence Memo No. 570.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.-LOGO-M-55

Pub Date-Oct 79

Grant-CFDA-13-443

Note-42p.; For related information, see EC 140 100. Best copy available.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cerebral Palsy, *Communication Skills, *Computer Assisted Instruction, Computers, Linguistics, Problem Solving, *Screening Tests, Severe Disabilities, *Spatial Ability, *Visual Learning

Identifiers-*LOGO System

The authors review their work on helping physicaly handicapped persons gain spatial cognition through the interactive graphics learning environment of a computer LOGO system. The findings are said to demonstrate that the LOGO tasks are a viable part of a school curriculum for students with cerebral palsy, as shown by severely/profoundly handicapped students 7 to 8, 11 to 13 and 17 years old. The LOGO system allowed the students a source of experience in visiospatial problem solving. Efforts to develop computer based methods of assessment are discussed. Possible reasons for demonstrated deficits in visiospatial functioning are noted to include lack of experience and the effects of brain damage. The system's role in studying linguistic problems and improving communication skills is considered, and future research topics are listed. (CL)

ED 209 790 EC 140 100

Papert, Seymour A. Weir, Sylvia

Information Prosthetics for the Handicapped. Artificial Intelligence Memo No. 496.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.-LOGO-M-51

Pub Date-Sep 78

Grant-CFDA-13-443

Note-34p.; For related information, see EC 140 099.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cerebral Palsy, *Cognitive Development, *Communication Skills, *Computer Assisted Instruction, Computers, Educational Diagnosis, *Severe Disabilities, *Spatial Ability, Theories

The proposal outlines a study to assess the role of computers in assessing and instructing students with severe cerebral palsy in spatial and communication skills. The computer's capacity to make learning interesting and challenging to the severely disabled student is noted, along with its use as a diagnostic tool. Implications for theories on cognitive development are suggested, especially regarding the role of sensory motor learning in concept formation. The proposed study is outlined, in which eight severely cerebral palsied children (6 to 14 years old) will be tested to determine their cognitive development in terms of Piagetian tasks. The development of communication via a computer system will also be examined. (CL)

Cooper, Walter
Project S.T.E.P. (Sequential Training Experiences in the Psychomotor Domain). Final Evaluation Report.
Meridian Municipal Separate School District, Miss.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Bureau No.-444AH70054; 444AH80495; 444AH90430
Pub Date-7 Aug 80
Grant-CFDA-13-444A; G007700878
Note-123p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Disabilities, Elementary Education, Parent Education, Program Descriptions, Program Effectiveness, *Psychomotor Skills
Identifiers-Final Reports, *Project STEP

The final report documents development and accomplishments of Project STEP (Sequential Training Experiences in the Psychomotor Domain) for elementary level special education students. Evaluation components are outlined for 1979-80, followed by a review of Project STEP activities as related to initial objectives. Target subcomponents listed include demonstrating the project to others, disseminating materials, and training parents. Among appended material is information on planning a workshop on the project. Sample forms include parent needs assessment and child rating forms. Individual progress charts for 42 students are presented. Also appended are budget analyses, a list of staff training and dissemination activities, and an inventory of project equipment and supplies. (CL)

ED 209 792 EC 140 302

Arnoni, Gila And Others

Self and Ideal Self of Learning Disabled Children A Preliminary Study.

Pub Date-Jan 81

Note-23p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January, 1981). Print is light in parts and may not reproduce well.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education, *Learning Disabilities, Literature Reviews, *Self Concept

Ten learning disabled (LD) and 10 nonLD 10 to 11 year old children were administered the Bledsoe Self Concept Scale twice: first they were asked to respond in terms of how they perceive themselves and second, as how they would like to be. Contrary to hypotheses, results indicated that LD and nonLD Ss did not differ significantly in self concept or in congruence between self and ideal self concepts. (A 12 page review of the literature on self concept preceeds the account of the study.) (CL)

ED 209 793 EC 140 303

Taking Charge of Your Life: A Guide to Independence for Teens with Physical Disabilities.

Center for Independent Living, Inc., Berkeley, Calif.; Parents Campaign for Handicapped Children and Youth, Washington, D.C. Closer Look.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, D.C.

Pub Date-81

Note-27p.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adolescents, Career Awareness, *Family Relationship, *Individual Development, *Interpersonal Competence, Mainstreaming, *Physical Disabilities, Vocational Education

Identifiers-*Personal Independence

Written by disabled persons and intended for teenagers with physical disabilities, the booklet focuses on ways to become more independent. Family relationship are examined and suggestions are made for overcoming feelings of dependence and dealing with parents' overprotectiveness. The disabled teenager's social life, including dating and developing friends, is considered. Suggestions for coping in a regular school are made, and the importance of joining in regular activities is emphasized. Career choice, college decisions, vocatonal rehabilitation services, and job interviews are among topics covered in a final chapter. (CL)

ED 209 794 EC 140 304

Unanswered Questions on Educating Handicapped Children in Local Public Schools. Report to the Congress by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.

Report No.-HRD-81-43

Pub Date-5 Feb 81

Note-134p.

Available from-U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (first five copies free, additional copies of unbound report $1.00).

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Compliance (Legal), Definitions, *Disabilities, Elementary Secondary Education, *Eligibility, Equal Education, Federal Legislation, *Handicap Identification, Incidence, *Individualized Education Programs, School Districts, State Programs, Statistical Data

Identifiers-*Education for All Handicapped Children Act

The report by the General Accounting Office examines the status of education for handicapped children in 10 states. P.L. 94-142, the Education for All Handicapped Children Act, is reviewed briefly, and the states' compliance with the following aspects was assessed: eligibility criteria, individualized educational programs, and provision of a free appropriate public education. The controversy over the estimated number of handicapped children given by the Office of Special Education is addressed (6.2 million estimated as opposed to 3.9 million actually identified). Resulting problems in misclassifying children as handicapped to increase state childcount are discussed, and it is recommended that the 12% prevalence estimate be discontinued. Among the eligibility questions cited are unclear definitions in the law and legislative history and insufficient guidance in program regulations. The lack of compliance with individualized education program (IEP) requirements are documented, including IEP content problems and missed deadlines. Comments from local education agency officials are summarized regarding the increased time, personnel, and funds needed to provide a free appropriate public education to all handicapped children. The report further suggests that state education agencies have been inadequately staffed to carry out P.L. 94-142, and that the initial federal administration of the program was inadequate. Each section concludes with recommendations to the Secretary of Education and responses by the Department of Education. (CL)

ED 209 795 EC 140 305

Landurand, Patricia M. Pytowska, Eva

The Institute for Change.

Pub Date-Feb 81

Note-20p.; Paper presented at The Council for Exceptional Children Conference on The Exceptional Bilingual Child (New Orleans, LA, February 18-20, 1981, Session Th-15).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Bilingual Education, *College Faculty, Cultural Differences, Inservice Teacher Education, *Institutes (Training Programs), Minority Groups, Program Descriptions, *Special Education, Teacher Educator Education

Identifiers-Bilingual Special Education, *Limited English Speaking

The Institute for Change,'' a proposed modular training project to improve the quality of educational services to linguistic minorities in special education, was pilot tested with 12 college trainees. Nine modules were delivered in 60 hours of training, with individual training plans developed (samples are included). The project forms the basis of a 3 year effort to train college faculty in understanding bilingual/bicultural issues in special education. The 3 year institute involves modular training, a local school and college practicum, and an integrating seminar. (CL)

ED 209 796 EC 140 308

Jackson, Elouise, Ed. Karp, Joan M. A., Ed.

Program Strategies for Cultural Diversity. Proceedings of the 1980 Minority Leadership Workshop: Handicapped Children's Early Education Program (June 22-25, 1980).

North Carolina Univ., Chapel Hill. Technical Assistance Development System.; Western States Technical Assistance Resource, Monmouth, Oreg.

Spons Agency-Office of Special Education (ED), Washington, D.C.

Pub Date-80

Contract-300-77-0508

Note-82p.; For related documents, see EC 140 309-310.

Available from-WESTAR, Western States Technical Assistance Resource, 345 N. Monmouth Ave., Monmouth, OR 97361 ($3.00).

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Agency Cooperation, *Cultural Differences, *Disabilities, *Early Childhood Education, *Minority Groups, *Models, Multicultural Education, Organizational Communication, Parent Participation, Program Evaluation, Student Evaluation

Identifiers-*Handicapped Childrens Early Education Program

The booklet contains proceedings of a conference for minority project administrators in the Handicapped Children's Early Education Program (HCEEP), a federal program to develop exemplary services for young handicapped children. Part 1 includes topical presentations reflecting the expressed interests of participants related to model programs. Chapters have the following titles and authors: Trends in Cultural Pluralism and Assessment of Minority Group Children'' (J. Wofford); Planning and Implementing Program Evaluation'' (P. Gandara); Developing, Implementing, and Disseminating the Educational Model'' (H. Hankerson); Cultural Awareness Working with Parents of Handicapped Children'' (T. Brito); Facilitating Communication The Action Planning Approach'' (B. Coppock, Jr.); and Liaison with Other Programs and Agencies'' (B. Ramirez and Y. Galiber). A list of recommended strategies for model development follows each chapter. Part 2 summarizes the content of two panel presentations dealing with minority involvement in professional organizations and federal program resources. A final section contains supplementary information regarding the Minority Leadership Consortium and the workshop itself agenda, names and addresses of workshop resource persons, and the workshop evaluation report. (SB)

ED 209 797 EC 140 309

DuBose, Rebecca Kelley, Jean

Curricula and Instruction for Young Handicapped Children: A Guideline for Selection and Evaluation.

Western States Technical Assistance Resource, Monmouth, Oreg.

Spons Agency-Office of Special Education (ED), Washington, D.C.

Report No.-WESTAR-SP-9

Pub Date-May 81

Contract-300-77-0508

Note-19p.; For related documents, see EC 140 308-310.

Available from-WESTAR, Western States Technical Assistance Resource, 345 N. Monmouth Ave., Monmouth, OR 97361 (Free).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Child Development, Cognitive Development, *Curriculum Evaluation, Developmental Stages, *Disabilities, *Early Childhood Education, Educational Psychology, *Educational Theories, Instructional Materials

The paper examines the theoretical constructs that underlie currently used curricula for young handicapped children and suggests guidelines for selecting and evaluating curricula. Three developmental perspectives are reviewed: the age related developmental milestones identified by A. Gesell and adhered to by diagnostic prescriptive advocates, the Piagetian perspective of cognitive development, and the functional perspective based on the principles and technology of applied behavior analysis. The authors propose a set of questions as guidelines for staff personnel to use in selecting curricula for young handicapped children. Among the questions posed are the following: Is the curriculum based on a theory of early development and learning? Do the goals of the curriculum complement the existing goals of the program? Are the objectives designed to accomplish the terminal goals of the curriculum? and Are the items developmentaly relevant and logically sequenced? Appended are lists of early childhood curriculum materials and references. (SB)

ED 209 798 EC 140 310

Gingold, William

Cost Accounting and Accountability for Early Education Programs for Handicapped Children.

Western States Technical Assistance Resource, Monmouth, Oreg.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Report No.-WESTAR-SP-8
Pub Date-Sep 80
Contract-300-77-0508
Note-21p.; For related documents, see EC 140 308-309.
Available from-WESTAR, Western States Technical Assistance Resource, 345 N. Monmouth Ave., Monmouth, OR 97361 (Free).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Accountability, *Disabilities, *Early Childhood Education, *Program Costs, *Resource Allocation

The paper offers some basic information for making decisions about allocating and accounting for resources provided to young handicapped children. Sections address the following topics: reasons for costing, audiences for cost accounting and accountability information, and a process for cost accounting and accountability (defining cost categories, allocating resources to these categories, analyzing allocation data by categories, and reporting the data in a meaningful manner). Appended are codes, activities, and definitions for time utilization. (SB)

ED 209 799 EC 140 313

Klein, M. Diane And Others
Comprehensive Communication Curriculum Guide.
Kansas Neurological Inst., Topeka.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, D.C.
Pub Date-81
Grant-G007804911

Note-169p.; For related documents, see EC 140 314-315. Comprehensive Communication Curriculum Program.
Available from-Early Childhood Institute, Document Reprint Service, University of Kansas, Haworth Hall, Lawrence, KS 66045 (no price quoted). Media package available from: Media Services, Bureau of Child Research, 2601 Gabriel, Parsons, KS 67357 consisting of a Comprehensive Communication Curriculum Videotape in the following format: 1/2 inch reel-to-reel, 3/4 inch cassette, VHS, or BETAMAX ($50.00; Rental $25.00 for 2 weeks).
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Communication Skills, Curriculum Guides, *Multiple Disabilities, Physical Disabilities, *Severe Disabilities, Severe Mental Retardation, *Student Evaluation, *Teaching Methods
Identifiers-*Comprehensive Communication Curriculum

The Comprehensive Communication Curriculum is designed for teaching basic communication skills to severely or profoundly retarded, physically handicapped students. An introductory section mentions the purpose of five major program components: caregiver interview, identification of child's wants and needs, training the child to request wants and needs, training to initiate interaction and request wants and needs, and environmental manipulations to facilitate spontaneous requests. A section on parent involvement and the initial assessment contains a sample caregiver interview and examples illustrating interpretation of the caregiver interview. Procedures for identifying reinforcers via environmental manipulation are the focus of the section on identification of wants and needs. Request training is discussed in another section in terms of goal and rationale, three decisions in request training, and request training objectives and procedures. The goals and rationale, description, procedures, criterion, and generalization information are offered for training in requesting more, requesting through choice, training the child to initiate communication, and manipulating the environment to facilitate spontaneous use. Appended materials include a report on facilitator training, a sample caregiver interview and teacher questionnaire, blank data sheets, guidelines for planning and managing a communication board, guidelines for selecting a primary communication mode, and a review of response development and data collection. (SB)

ED 209 800 EC 140 314

Myers, Stephen Paul And Others
Teacher's Guide to Family Involvement.
Kansas Neurological Inst., Topeka.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, D.C.

Pub Date-81
Grant-G007804911
Note-59p.; For related documents, see EC 140 313-315. Comprehensive Communication Curriculum Program.
Available from-Early Childhood Institute, Document Reprint Service, University of Kansas, Haworth Hall, Lawrence, KS 66045 (no price quoted). Media package available from: Media Services, Bureau of Child Research, 2601 Gabriel, Parsons, KS 67357 consisting of a Comprehensive Communication Curriculum Videotape in the following format: 1/2 inch reel-to-reel, 3/4 inch cassette, VHS, or BETAMAX ($50.00; Rental $25.00 for 2 weeks).
Pub Type- Guides - Non-Classroom (055) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Family Involvement, *Multiple Disabilities, *Parent Participation, *Parent Teacher Cooperation, *Severe Disabilities, *Teacher Role
Identifiers-*Comprehensive Communication Curriculum

The guide is designed to facilitate communication training in the classroom and at home through involvement of parents in the education of their severely multiple handicapped child. Section 1 addresses the advantages of family involvement in the areas of assessment, programing, classroom assistance, and advocacy. The next three sections deal with issues regarding teacher-parent interactions and parental readiness to be involved. Subsections cover special concerns for parents; initial reactions; resources; implementation of a family involvement program (initial contact letter, followup telephone call, initial group meeting, caregiver interview), and continued involvement (which involves such activities as periodic and daily communication, home visits, inservice activities, and workshops). A final section emphasizes to the teacher the importance of involving the handicapped student's entire family in the educational program. Parent group autonomy is discussed with attention given to assertiveness training, additional interaction strategies, and parents assuming responsibility for the group. Appendixes include a suggested outline for the initial contact letter, sample information sheets, and a sample daily parent report form. (SB)

ED 209 801 EC 140 315

Klein, M. Diane And Others

Parent's Guide: Classrom Involvement, Communication Training, Resources.

Kansas Neurological Inst., Topeka.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, D.C.

Pub Date-81

Grant-G007804911

Note-101p.; For related documents, see EC 140 313-314. Comprehensive Communication Curriculum Program.

Available from-Early Childhood Institute, Document Reprint Service, University of Kansas, Haworth Hall, Lawrence, KS 66045 (no price quoted). Media package available from: Media Services, Bureau of Child Research, 2601 Gabriel, Parsons, KS 67357 consisting of a Comprehensive Communication Curriculum Videotape in the following format: 1/2 inch reel-to-reel, 3/4 inch cassette, VHS, or BETAMAX ($50.00, Rental $25.00 for 2 weeks).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Communication Skills, Family Involvement, Information Sources, *Multiple Disabilities, Parent Participation, *Parent Role, *Severe Disabilities

Identifiers-*Comprehensive Communication Curriculum, *Parent as a Teacher, Parent Materials

The parent's guide provides information on a home based communication program designed to develop basic communication skills in severely, multiply handicapped children. The guide consists of three sections: an introduction, information on communication training in the home, and a list of resources. Following the brief introduction is a discussion of advantages of parent involvement in the areas of assessment, programing, classroom assistance, and advocacy. Initial reactions of parents to a handicapped child are mentioned, and the availability of resources for the family is considered. Also covered in the first section are implementation of the family involvement program, parent groups, and total family involvement. The communication training section is designed to help parents evaluate their child's current communication system, to make suggestions which will help in selecting appropriate goals for improving the child's communication skills, and to suggest ways of arranging the child's daily environment which may facilitate communication development. Various components of the Comprehensive Communication Curriculum are covered including the caregiver interview; identifying and developing wants and needs; more'' requests; requesting through choice; requesting through symbols (speech, manual sign, communication boards); training the child to initiate interactions; and environmental manipulation to facilitate spontaneous use. Discussed are some activities for developing communication skills at home. The final section, the resource guide, is divided into two sections first, an alphabetical list, and second, a cross index which categorizes the list into 40 topic areas. Entries include name of the organization/association, address, and telephone number. (SB)

ED 209 802 EC 140 316

Kendall, William S.

Assessment and Treatment Alternatives for Black Exceptional Children.

Pub Date-Feb 81

Note-22p.; Paper presented at The Council for Exceptional Children Conference on The Exceptional Black Child (New Orleans, LA, February 15-17, 1981, Session Th-16).

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Black Youth, Compliance (Legal), Cultural Differences, Culture Fair Tests, *Disabilities, *Handicap Identification, Intelligence Tests, *Student Evaluation, *Test Bias

Identifiers-Education for All Handicapped Children Act

Practical and theoretical issues regarding assessment and treatment alternatives for Black exceptional children are presented, including: problems in the evaluation of assessment practices; a review of critiques of large and small studies on assessment practices of Black children, with emphasis upon the insights they yield for improved assessment designs; a review of culture fair and bias of intelligence tests; and a discussion of issues unique to assessment requirements of Public Law 94-142, the Education for All Handicapped Children Act. The paper concludes with suggestions for assessment practices of Black exceptional children, such as the inclusion of ancillary personnel in the assessment process and identification of specific educational needs rather than inferred intellectual deficits. (Author)

ED 209 803 EC 140 317

Nucci, Larry P. Herman, Susan

Educational Implications of Behavioral Disordered Children's Classifications of Moral, Conventional and Personal Issues.

Pub Date-Apr 81

Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Problems, Classification, Emotional Disturbances, Intermediate Grades, *Moral Values, Values

To investigate how behavioral disordered (BD) children conceptualize moral, conventional, and personal issues, 20 BD and 22 normal fourth graders were asked to respond to a set of cartoon strips in which actions were depicted that violated either an explicitly stated rule or generally held cultural expectation. Ss were asked to rank the acts from most wrong'' to least wrong/not wrong,'' and to supply reasons for the ranking. Ss were then asked to indicate actions depicted that they considered wrong regardless of a governing rule, and finally which of the actions should be considered the person's own business. Results indicated that BD Ss discriminate among actions in the moral, conventional, and personal domains. As expected, BD and normal Ss were more likely to identify moral than conventional or personal acts as wrong in the absence of governing rules. BD Ss judged the seriousness of

moral transgressions essentially as normals. Other findings included that BD Ss were less likely than normals to identify personal actions as matters of perogative and gave different reasons for event classifications. (CL)

ED 209 804 EC 140 318

Millsap, William

Striking a Balance in Educational Aid to the Handicapped: Some Thoughts on General Education and PL 94-142.

Pub Date- 80

Note-32p.

Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrative Problems, Community Role, Compliance (Legal), Cost Effectiveness, *Decision Making, *Disabilities, *Educational Planning, Models, Needs Assessment, *Policy Formation, *Resource Allocation

Identifiers-*Education for All Handicapped Children Act

A social anthropologist suggests that other decision making models besides the consensual one (which assumes that the public behaves in accordance with values and attitudes) should be adopted by education as a result of shrinking resources, and discusses approaches to making decisions resulting from P.L. 94-142, the Education for All Handicapped Children Act. He suggests that planning should be oriented to multiobjective needs of each school district and determined locally rather than formed by distant bureaucratic standards. Needs assessments and cost benefit studies should be undertaken to determine the local payoff for the district, the tradeoffs available to administrators, and the degree of equity achieved to teachers and students. Charts depict steps for assessment of community development, the application of an impact assessment model to local school systems, and tradeoff planning and assessment. (CL)

ED 209 805 EC 140 319

King, George L.

A Model Program for Middle School Gifted and Talented Students.

Pub Date-18 Oct 80
Note-371p.; Ed.D. Dissertation, Nova University.
Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Descriptive (141)
EDRS Price - MF01/PC15 Plus Postage.

Descriptors-Behavior Problems, *Counseling, *Curriculum Development, *Enrichment Activities, *Gifted, *Inservice Teacher Education, Intermediate Grades, Junior High Schools, Middle Schools,

*Minicourses, Program Development, Program Evaluation, Talent

A model program was developed and implemented for a Middle School population of 129 gifted and talented students in a suburban Philadelphia School System. Administrators, parents, students, regular, and special teachers were involved. The model included a tutorial program for gifted underachievers, a special counseling program for gifted students experiencing disciplinary problems, and specially designed minicourses developed to meet the needs and interests of Middle School gifted students. A program of teacher training in giftedness and education of the gifted was conducted. Avenues of communication were established between gifted program teachers, parents, students, and regular program teachers; and an evaluation was undertaken at two stages of program development. The academic aspects of the model were implemented in a second district secondary school the following year. (Appendixes include gifted program student selection standards, teacher inservice training information, gifted students' behavioral system forms, gifted students' tutorial program information, minicourse descriptions, communication examples, a sample individual educational program, field trip information, and all program evaluation questionnaires.) (Author)

ED 209 806 EC 140 320

Jackson, Robin, Ed.

Wessex Studies in Special Education.

King Alfred's Coll., Winchester (England).

Report No.-ISBN-0-907245-00-5

Pub Date-81

Note-141p.

Journal Cit-Wessex Studies in Special Education; v1 1981

Pub Type- Collected Works - Serials (022)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*College Programs, *Disabilities, Elementary Secondary Education, Foreign Countries, Legislation, Mainstreaming, Postsecondary Education, Residential Programs, Services, Social Attitudes, *Special Education, Surveys, *Vocational Education

Identifiers-Canada, *Great Britain, Sweden

Ten papers focus on aspects of special education in Britain, Canada and Sweden. The Meaning of Handicap'' by J. Bicknell presents a dynamic view of handicaps and discusses the effects of others' reactions to the disabled child. M. Cooley (A Study of Parental Response to Pre-School Provision for Handicapped Children'') reviews a survey that documented widespread use of existing services. Establishment of a college course for 16 year old educationally subnormal school leavers is discussed in A College Certificate Course for Less Able Students'' by R. Case. H. Brayton discusses a similar approach in An Assessment and Work Preparation Course for Less Able Students.'' E. Cronk (Leisure and Recreation Training for the Handicapped: An Assessment of A Canadian Programme'') describes a course designed to give disabled persons increased independence in leisure time decisions. H. Huddart presents An Analysis of Vocational Education for the Handicapped in Sweden.'' A program designed to help the transition from school to work is described by M. Thomas in Changing Pattern of Provision for the SSNM Leaver in the Portsmouth Area.'' Findings of a study conducted on the curriculum needs of slow learners are reported by B. Hancock. R. Wood (A New Concept in Boarding Provision for the Maladjusted Pupil'') describes a residential program for disturbed children. In a final paper, H. Hayhoe asserts that the inclusion of requirements for integration in the 1976 Education Bill may actually be determined for mentally handicapped people. (CL)

ED 209 807 EC 140 321

Tomlinson-Keasey, C.

Does Listening to Language Promote Hemispheric Specialization.

Pub Date-Apr 81

Note-22p.; Paper presented at the Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descript[illegible]*Aural Learning, *Deafness, Elementary Education, *Lateral Domina[illegible]istening Skills

Cerebral [illegible]lity was examined for third, fourth, and fifth grade deaf (N 30[illegible]ring (N 30) Ss. The experimental task involved the processing [illegible]d picture stimuli presented singly to the right and left visual [illegible]. The analyses indicated that deaf children were faster than [illegible] children in overall processing efficiency, and that they [illegible]erently in regard to hemispheric lateralization. The deaf [illegible]sed the stimuli more efficiently in the right hemisph[illegible]ing children demonstrated a left hemisphere proficiency. This finding is discussed in terms of the hypothesis that cerebral lateralization is influenced by auditory processing. (Author)

ED 209 808 EC 140 322

Young, Edward P. Brown, S. Lane

The Development of Social-Cognition in Deaf Preschool Children: A Pilot Study.

Pub Date-Mar 81

Note-8p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Atlanta, GA, March 25-28, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cooperation, *Deafness, Development, Language Acquisition, *Perspective Taking, Preschool Children, Preschool Education, *Receptive Language, Research Problems, *Social Cognition, *Social Development, Spatial Ability

Social cognitive abilities were evaluated in 23 deaf students (3 to 6 years old) through tasks requiring spatial perspective taking, cooperation, and receptive language. As hypothesized, language ability proved to be a prediction of both other variables, with the high correlation between language and perspective taking indicating a definite relationship. Special difficulties involved in comparative research with deaf and hearing children are noted. (CL)

ED 209 809 EC 140 323

Bryant, N. Dale And Others

Designing Spelling Instruction for Learning Disabled Youngsters: An Emphasis on Unit Size, Distributed Practice, and Training for Transfer.

Columbia Univ., New York, N.Y. Research Inst. for the Study of Learning Disabilities.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Innovation and Development.

Pub Date-80

Contract-300-77-0492

Note-106p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Elementary Education, *Instructional Materials, *Learning Disabilities, *Spelling Instruction, Transfer of Training

Seventeen learning disabled (LD) elementary school children received small group spelling instruction for 3 weeks with instructional materials based on principles of limiting teaching unit size, distributed practice and review, and training for transfer. Analysis of pre- and posttest results indicated that Ss were able to spell an average of 71% of the phonemically irregular and 81% of the phonemically regular words which were directly taught. Transfer words were spelled with an average of 67% accuracy. In addition, Ss were able to encode 67% of the phonemically regular transfer words which were not taught directly. The teaching script and students' practice materials are appended. (CL)

ED 209 810 EC 140 324

Reschly, Daniel J.

Nonbiased Assessment.

Iowa State Dept. of Public Instruction, Des Moines.; Iowa State Univ. of

Science and Technology, Ames. Dept. of Psychology.

Pub Date-Dec 80
Note-83p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Compliance (Legal), Court Litigation, *Disabilities, Elementary Secondary Education, Evaluation Methods, Federal Legislation, Mild Mental Retardation, *Minority Groups, *Sociocultural Patterns, *Test Bias, Test Interpretation
Identifiers-System of Multicultural Pluralistic Assessment, Wechsler Intelligence Scale for Children (Revised)

Issues surrounding the concept of nonbiased assessment, particularly with economically disadvantaged minority students, are analyzed. The legal requirements are focused on thorough discussion of litigation and legislation. The second section explores research on the use of the Wechsler Intelligence Scale for Children-Revised (WISC-R). Research touches on the many definitions of bias, construct validity/content bias, item bias, atmosphere bias, and bias in test use. The author states that conclusions regarding the validity and bias of the WISC-R with minorities vary depending on the definition of bias. A definition is proposed based on the outcomes of test use for the individual. Prerequisites to nonbiased assessment are identified, including good fundamentals and ethical practices, clarification of purpose, and multifactored assessment. Research on the System of Multicultural Pluralistic Assessment are reviewed, followed by a discussion of assessment of adaptive behavior with mentally retarded persons. Requirements of P.L. 94-142, (the Education for All Handicapped Children Act) that the child's sociocultural background and primary language be taken into account are considered. The continuing problem over defining mild mental retardation is examined. The author concludes by emphasizing the importance of multifactored assessment and of viewing nonbiased assessment as a process rather than a specific number of instruments. (CL)

ED 209 811 EC 140 325

Reschly, Daniel J. And Others

State Norms for IQ, Adaptive Behavior, and Sociocultural Status: Implications for Nonbiased Assessment.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.

Pub Date-Jun 81

Note-43p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adjustment (to Environment), Culture Fair Tests, Educational Testing, Eligibility, Handicap Identification, *Intelligence Quotient, Intelligence Tests, *Mild Mental Retardation, *Sociocultural Patterns, State Standards, Student Evaluation, *Test Bias, *Test Norms

Identifiers-Adaptive Behavior Inventory for Children, Iowa, System of Multicultural Pluralistic Assessment

Findings from the Iowa Assessment Project are examined regarding the assessment and use of information on adaptive behavior and sociocultural background in decisions about students with mild mental retardation. Background aspects reviewed include terminology regarding mild retardation; research, litigation, and legislation on the topic during the 1970s; and an analysis of the System of Multicultural Pluralistic Assessment (SOMPA) and the Adaptive Behavior Inventory for Children (ABIC). Scores of 100 White and 100 Black third graders on the Wechsler Intelligence Scale for Children-Revised, the SOMPA, the ABIC, and the SOMPA Sociocultural Measures (SCM) were analyzed. Among findings were that the mean ability (academic aptitude) level among Iowa school age children is significantly above the national population average and the ABIC norms are accurate for Iowa children. Policy implications include justification of higher IQ cutoff score in Iowa than suggested by the American Association on Mental Deficiency; recognition of limitations of the ABIC; and the need for further research on SOMPA SCM validity and reliability. (CL)

ED 209 812 EC 140 326

Bloom, Robert B. And Others

The Effects of Disturbed Adolescents on Their Teachers.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.
Pub Date-Apr 81
Note-20p.
Journal Cit-Iowa Perspective; v6 n3 Apr 1981
Pub Type- Collected Works - Serials (022) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescents, Anxiety, *Behavior Problems, *Emotional Disturbances, Interpersonal Relationship, Secondary Education, Stress Variables, *Student Teacher Relationship, Teacher Attitudes, Teacher Response

Robert Bloom considers the difficulties faced by teachers of disturbed and disruptive adolescents. He depicts common situations in which the teacher experiences anxiety, is unaware of the personal stress and conflict, and reacts in inappropriate ways. Examples portray such reactions as anger at coworkers, envy of the young, and retreat into professional neutrality. Reactions to Bloom's paper include thoughts by William Morse on the built in tension between adults and adolescents, a review by Michael Piersak of the importance of the adolescent feeling acceptance and security, a discussion of remedies by Virginia Rezmierski, and identification of other obstacles to teaching (such as changing federal, state, and local guidelines) by Ann and Thomas Vorhees. Bloom briefly responds to the reaction papers to conclude the discussion. (CL)

ED 209 813 EC 140 327

McGowan, Lee

Developing and Implementing a Model for the Remediation of Weaknesses of Learning Abilities in Gifted and High Achieving Fourth Grade Students.

Pub Date-Mar 81

Note-180p.; Ed.D. Dissertation; Nova University. Best copy available.

Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Diagnostic Teaching, *Gifted, *High Achievement, Intermediate Grades, *Intervention, *Learning Problems, Program Development, *Remedial Programs

Identifiers-*Structure of Intellect

The practicum was designed to identify and remediate the weaknesses in the learning abilities of 26 students in a top homogeneously grouped fourth grade class. Individual strengths and weaknesses for each student were identified by various factors and the 24 subtests of the Structure of the Intellect-Learning Abilities Test (SOI). An educational intervention program to remediate the specific deficiencies was matched to the individual weaknesses. SOI Exercise Sheets and the SOI Sourcebook were included in the curriculum. Evaluation following anticipated attainment for each student in each area of weakness proved successful. Factors which contributed to the success of the program were skillful and regular teaching to the weaknesses, teacher and staff dedication to the improvement of deficiencies, and the comprehensiveness of the intervention program. Appended are tables with statistical data. (Author/SB)

ED 209 814 EC 140 328

Robinson, Lee W.

Project ForSight: Early Education Program for Multihandicapped Visually Impaired Children. Replication Manual.

Texas School for the Blind, Austin.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date- 80

Note-148p.; Best copy available.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage

Descriptors-*Multiple Disabilities, *Parent Participation, Parent Role, Parent Teacher Cooperation, Preschool Education, Program Descriptions, Program Development, Student Evaluation, *Visual Impairments

Identifiers-*Parent as a Teacher, Project ForSight

The manual provides an overview of Project ForSight, a program to assist parents in teaching their preschool multihandicapped, visually impaired children at home. Chapter 1 presents background information and describes procedures for locating, screening, assessing, and programing the children it serves. Also offered are procedures for replicating the program. Chapter 2 reviews the Project's philosophy of homebased early intervention programs, including strategies for determining an appropriate setting for a program, selecting staff, and developing a framework. Emphasis is placed on the importance of parental involvement with the handicapped child and his educational program. Chapter 3 expands upon the philosophy of how he/she views the role of the professional who works with parents in the home. Appendixes contain instructions for using the Vision-Up Curriculum (which is the basis for assessing and programing children served by the project); instructions for using the Parent Needs Inventory (developed to assess the needs and concerns of parents); a listing of books, articles, and audiovisuals that the project considers useful in working with parents of multihandicapped visually impaired children; and sample forms. (Author/SB)

ED 209 815 EC 140 329

Thomas, Margaret A.
State Allocation and Management of P.L. 94-142 Funds.
Rand Corp., Santa Monica, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-Rand-N-1561-ED
Pub Date-Sep 80
Contract-300-79-0522
Note-53p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Budgeting, *Compliance (Legal), *Disabilities, Elementary Secondary Education, Federal Legislation, *State Departments of Education, *State Federal Aid
Identifiers-*Education for All Handicapped Children Act

The study examined how nine State Departments of Education allocate and manage their P.L. 94-142 (the Education for All Handicapped Children Act) funds. The introduction explains that a single question lies at the core of the study Should additional or revised procedures concerning the use of program funds be instituted to help states better meet the intent of P.L. 94-142? Section II describes how the nine states allocate their P.L. 94-142 funds and how compatible the program is perceived to be with the states' regular and special education finance formulas. Section III discusses how these nine states manage their P.L. 94-142 programs; and a final section reviews study findings and draws policy implications. Among findings were the following: the nine states sampled allocated their funds consistent with the P.L. 94-142 formula; the most common use of discretionary funds was for grants and contracts to local education agencies and intermediate education agencies; funds were most frequently targeted for vocational special education; the method of allocating discretionary funds varied from state to state; state management of P.L. 94-142 varied and depended on established state procedures and staff; and states, in general, were holding districts accountable for what they, in turn, were being held accountable for by the Office of Special Education. Among implications listed are that states appear to be using discretionary funds to meet state needs and that most states appear to have procedurally complied with P.L. 94-142. (SB)

ED 209 816 EC 140 330

Robinson, Luther D.
Sound Minds in a Soundless World.
National Inst. of Mental Health (DHEW), Rockville, Md.; Saint Elizabeths Hospital, Washington, D.C.
Report No.-DHEW-ADM-77-560
Pub Date-78
Note-158p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 017-024-00681-5).
Pub Type- Information Analyses (070) - Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Art Therapy, Behavior Modification, Dance Therapy, *Deafness, Drug Therapy, Family Counseling, *Mental Disorders, *Mental Health Programs, Music Therapy, Occupational Therapy, Physical Therapy, Professional Training, *Psychiatric Hospitals, Psychotherapy, *Therapy
Identifiers-*Saint Elizabeths Hospital DC

The author supports the promotion of mental health for deaf individuals through improved and expanded mental health services. To illustrate the psychological, educational, vocational, and social implications of deafness, Chapter 1 presents a profile of the deaf individual with emphasis on the communication barriers which exist at each stage of life. Chapter 2 reviews categories of illness (functional psychoses, neuroses, personality disorders and certain othernonpsychotic mental disorders, psychophysiological disorders, transient situational disturbances, and behavior disorders of childhood and adolescence) and considers the relationship between mental illness and deafness in terms of causes and incidence, difficulties of detection, and occurrence of specific types of illness. A third chapter defines four types of therapies and describes ways in which the treatments are adapted to deaf patients with particular reference to the Mental Health Program for the Deaf (MHPD) at St. Elizabeth's Hospital (Washington, DC). Theory, purpose, and operating procedures are discussed for psychotherapy (individual, group, and family therapy); behavior therapy/modification; activity therapies (self expressive activity therapies, occupational and/or vocational therapies); and somatic therapies (pharmacological and physical therapies). A final chapter focuses on training and research in mental health and deafness with sections on training programs in the MHPD, new directions in academic training programs, and new directions in research. (SB)

ED 209 817 EC 140 331

Crawford, Michael E.
Facilitation of Communication Responses through Naturalized Sensory Reinforcement in Blind Mute/Profoundly Retarded Adults.
Pub Date- 80
Note-35p.
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, Behavior Change, *Behavior Modification, Blindness, Communication Skills, *Contingency Management, Language Acquisition, *Manual Communication, Multiple Disabilities, *Multisensory Learning, Reinforcement, *Severe Mental Retardation

The literature on symbolic forms of communication was reviewed, and an experimental program was designed to teach a single set of vocabulary to a group of four institutionalized profoundly retarded blind/mute adults through the use of gestures. Literature about deaf/blind persons suggested the use of coactive movement techniques and facilitation of body image and body schema. Behavior therapy studies supported the use of manual communication with varied contingency and experience variables. Finally, from experimental and behavioral psychology, the use of systematic training and engineered environments seemed appropriate considerations. Three phases were planned within the design: first, an attempt was made to identify reinforcers maintaining self stimulatory behaviors and sensory extinction procedures were then implemented; second, Ss were taught a simple set of vocabulary through the use of gestures in a controlled environment; and third, the adaptation and generalization of high frequency words from the training room to daily situations was facilitated. The teaching strategy involved sensory input, motor output, and reinforcement. Applying the general behavioral principle of reinforcement, Ss learned to respond appropriately after exposure to the teaching strategy and reinforcement contingencies. Among recommendations were the following: although generalization to the living environments was not highly effective, the use of naturalized reinforcers and success encountered in the training room suggest future potentials; greater training success was experienced with receptive object identification concepts than with expressive action related words; and elaboration for future experimental teaching strategies might include discriminating between two objects by touch and signing given a verbal cue. (SB)

ED 209 818 EC 140 332

Rhoads Milton D., Ed.

Ways with Wheels: Driver Education for Handicapped Students.

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date-81

Note-64p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Disabilities, *Driver Education, Equipment, Hearing Impairments, *Individualized Education Programs, Instructional Materials, Legislation, Partial Vision, Physical Disabilities, Program Development, Secondary Education, Task Analysis, *Traffic Safety

Identifiers-Assistive Devices, Oklahoma

The booklet provides direction for driver education instructors, special education teachers, and school administrators in the planning and implementing of effective traffic safety education programs for handicapped youth. Section I focuses on understanding state and federal laws with subsections on P. L. 93-112 (the Rehabilitation Act of 1973), P. L. 94-142 (the Education for All Handicapped Children Act), and the Oklahoma Department of Public Safety rules and regulations relative to the medical aspects of driver licensing. Section II on program management addresses instructional delivery systems, special populations, the least restrictive environment, instructional equipment and materials, reimbursement for handicapped students in driver education, length of course, and adults and out of school youth. Developing individualized education programs (IEPs) is the topic of a third section. Section IV considers general objectives for driver education, driving task analysis, additional tasks for the physically handicapped, limited sight and hearing students, behind the wheel instruction, driving simulation for handicapped students, special education assistance, and the physically handicapped. A final section provides information on institutions offering assistance for handicapped drivers, adaptive equipment, and instructional materials. Appendixes include a list of manufacturers of handicapped driver assist devices, a selected bibliography, handicapped insignia and parking certificates information, directions for transfer from wheelchair to car, use of the adapted van, and manual communications for deaf students. (SB)

ED 209 819

EC 140 333

Zeigler, Carmen S., Comp. And Others

A Pilot Document of Standards and Procedures Developed to Assist the Multidisciplinary Evaluation Team in the Identification of Learning Disabilities.

Bloomfield Hills School District, Mich.

Pub Date-Jul 80

Note-53p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (59th, New York, NY, April 12-17, 1981, Session F-92).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Definitions, Elementary Secondary Education, *Handicap Identification, *Interdisciplinary Approach, *Learning Disabilities, State Programs, *Student Evaluation, *Teamwork

Identifiers-Michigan (Bloomfield Hills)

Designed by the Bloomfield Hills (Michigan) multidisciplinary evaluation team, the document suggests procedures and enabling activities to implement the assessment and identification of learning disabled students. Individual sections address five areas (ability, achievement, severe discrepancy, exclusionary clause, and need for special education services) in terms of definitions, discussion, and suggested procedures/ measures for assessment. Following a bibliography (with references on ability, adaptive behavior scales, and achievement) are appended materials which include Michigan special education rules for learning disability, inter/intra test analysis, definitions, standard score conversions, examples of the formula for determining the severe discrepancy level, a general education intervention form, a multidisciplinary evaluation team summary report, and a summary of implementation procedures. (SB)

ED 209 820 EC 140 334

Abroms, Kippy I.

Birth Cry to Five: Milestones in the Psychosocial Development of the Gifted.

Pub Date-Apr 81

Note-18p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (59th, New York, NY, April 12-17, 1981, Session Th-3[illegible]).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Development, *Developmental Stages, *Gifted, Infants, Interpersonal Competence, Language Acquisition, Preschool Education, Psychological Characteristics, Psychology, *Social Development

Identifiers-*Psychosocial Development

The author reviews the literature on infant behaviors in relation to the psycholosocial development patterns of gifted children during the first five years of life. Among the milestones discussed are infant crying, smiling, language development, social cognition, and social curiosity. It is pointed out that research data indicates gifted children age 3 to 5 exhibit superior skills on measures of social cognitive abilities and in language development. In regard to the relationship between social cognition and presocial behaviors, progressive play patterns and stability of friendship choices, gifted preschoolers seem to share behavior patterns similar to their nongifted peers. Thus the trajectory of social growth among gifted preschoolers represents a combination of both divergence and convergence in relation to B. White's average'' developing children. (Author/SB)

ED 209 821 EC 140 335

Kendall, William S.

Career Attitudes of the Learning Disabled Adolescent: Research Suggestions and Practices.

Pub Date-Apr 81
Note-36p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (59th, New York, NY, April 12-17, 1981, Session A-4).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescents, *Career Choice, *Learning Disabilities, *Mainstreaming, Secondary Education, *Student Attitudes, *Student Placement, Vocational Education, *Vocational Maturity

The study investigated the extent to which four groups (N 50 in each group) of learning disabled (LD) adolescents differed on career attitudes as related to making a sound career decision. Ss included 50 LD students enrolled in regular secondary classes, 50 LD students enrolled in secondary LD classes, 50 LD students enrolled in secondary vocational training classes, and 50 LD students enrolled in regular secondary classes and receiving additional resource center support beyond that ordinarily provided in regular classes. The attitude scale of the Career Maturity Inventory was used to determine career attitudes. Results suggested that LD adolescents in regular classes were superior to the other groups studied in career attitudes. An additional finding was that significant differences in career attitudes exist in the four LD groups. (Author/SB)

ED 209 822 EC 140 336

Bachor, Dan G.
Responding to Questions to Continue Classroom Participation.

Pub Date-Apr 81
Note-17p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (59th, New York, NY, April 12-17, 1981, Session F-54).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *Learning Disabilities, *Questioning Techniques, Student Teacher Relationship, Teaching Methods
Identifiers-*Interpretation of Pupil Answers

The author discusses the importance of questioning techniques in the instruction of learning disabled students. Factors affecting students' responses to questions are the strengths and weaknesses of the learner and the type and difficulty of the question asked. A systematic method of providing or following up on students answers, termed Interpretation of Pupil Answers (IPA), is explained. Definitions and examples of five types of interpretation related to IPA are given: (1) a positive evaluation in which the student is provided with information about their work that is favorable; (2) a negative evaluation in which the judgment of the student's work is unfavorable; (3) a prompt in which the teacher provides a hint or clue so that the student can arrive at the desired answer; (4) an expand in which the student is asked to give a justification, an explanation, or an example; and (5) a refocus in which the student is reminded that he/she has only answered part of the question or has overlooked some component of the instructions. It is suggested that it may be necessary to interpret correct as well as incorrect answers and silence, that more than one interpretation-questioning exchange may be necessary, and that teacher silence may be the best policy on occasion. (SB)

ED 209 823 EC 140 337

Glasnapp, Douglas R. And Others

Use of Discriminant Analysis in the Identification of Gifted Students.

Pub Date-Apr 81
Note-27p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (59th, New York, NY, April 12-17, 1981, Session A-6).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academically Gifted, Achievement Tests, Behavior Rating Scales, *Discriminant Analysis, Elementary Education, Nonverbal Tests, *Predictive Validity, *Screening Tests, Standardized Tests, Student Characteristics, *Talent Identification
Identifiers-*Screening Programs

The paper describes the application of discriminant analysis to the identification of academically gifted elementary grade students. The principles of discriminant analysis are explained to provide a weighted profile of scores across predictor variables which are then compared with a criterion measure. An illustration of the method's used with 64 possibly gifted students in Garden City, Kansas, is given. The screening procedure focused on three predictor variables: student standardized achievement test scores, teacher ratings, and student performance and response rates on a series of nonverbal tasks. Additionally, 85 experts in gifted education were asked to indicate the prevalence of specific behaviors in gifted and nongifted children and the relative importance of each characteristic. Experts rated cognitive factors as the best predictors of giftedness. Teachers identified four factors as most predictive of giftedness: creativity, diligence, high level cognition, and criticism of self and others. Among nonverbal tasks found to be predictive were the Maze Tracing Speed Test, the Identical Pictures Test, Addition/Subtraction Test, Story Sequence Test, and Number Comparison Test. A score of 125 or higher on the Wechsler Intelligence Scale for Children-Revised was used as the criterion measure to classify students into gifted and nongifted groups. Use of the method to identify students for individualized testing would have led to a 26% reduction in individual testing time while being 90% accurate in the identification of gifted students. (DB)

ED 209 824 EC 140 338

Gabel, Harris

An Ecological Framework for Intervention with Young Handicapped Children and Their Families in Rural Areas: The Family, Infant and Toddler (FIT) Project.

George Peabody Coll. for Teachers, Nashville Tenn. John F. Kennedy Center for Research on Education and Human Development.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Assistance to States.; Tennessee State Dept. of Mental Health and Mental Retardation, Nashville.

Pub Date-Apr 81

Grant-G007802932

Note-23p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (59th, New York, NY, April 12-17, 1981, Session F-95).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Demonstration Programs, Extended Family, Infants, *Inservice Education, Intervention, *Mental Retardation, Nuclear Family, *Parent Education, *Rural Education, Young Children

Identifiers-*Family Infant Toddler Project, Tennessee

The paper describes the Family, Infant and Toddler (FIT) Project, designed to provide educational and supportive services to rural middle Tennessee families with young mentally retarded children. Noted are the project background (including sporadic outreach efforts) and conceptual orientation, and an ecological perspective which stresses the role of both the nuclear and extended family. Project goals include development of a demonstration service program, developing a replicable inservice training program for local professionals, and expanding educational services to young retarded children in rural areas. Program implementation has involved providing screening and evaluation services and a weekly 3 hour educational clinic for 21 children (mean age 17 months) and their parents in three locations. Clinic activities include group parent-child training, individualized parent-child training, home planning, and a parent-family training and discussion group. Additional clinics are offered periodically to involve members of the child's extended family. The inservice training programs for 23 local allied professionals in the three communities involve a 9 month program in 4 week cycles consisting of two half day seminars in the local community, a day of centralized training activities, and a half day practicum locally. The FIT project staff are also using the media to make the public more aware of the needs and resources available for young retarded children and providing technical assistance to local agencies. Continuation of the program through state, local, and private support is seen as evidence for its effectiveness. (DB)

ED 209 825 EC 140 339

Johnson, Alex B. And Others
Special Education Teacher Burnout: A Three Part Investigation.
Spons Agency-Bowling Green State Univ., Ohio.
Pub Date-Apr 81
Note-22p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (59th, New York, NY, April 12-17, 1981, Session A-13).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, Emotional Disturbances, Learning Disabilities, *Mild Disabilities, Mild Mental Retardation, *Special Education Teachers, *Stress Variables, *Teacher Burnout

The study investigated the frequency and intensity of stress among 135 teachers of educable mentally retarded (EMR), learning disabled (LD), and emotionally disturbed (ED) children and the relationship of stress levels to certain demographic variables including years of experience, grade level, educational background, category of student, age, and sex. In addition, differences among teachers with regard to factors which contribute to stress and factors which help teachers guard against stress were examined. The Maslach Burnout Inventory (MBI) and the Special Teacher Response to Stressors (STRESS) were used to elicit responses from the teachers by mail. The results indicated: (1) male teachers were more depersonalized by their jobs than female teachers; (2) teachers with 4 to 5 years experience (compared to teachers with less experience) and teachers with only a bachelor's degree (compared to those with master's and specialist's degrees) perceived themselves to care frequently and intensely about the needs of their students; and (3) teachers between 26 and 30 years of age perceived themselves to be more depersonalized by their experiences than older teachers. LD and ED teachers cited legal concerns, lack of administrative and peer support, and lack of support services as extremely stressful. ED teachers in particular were fearful of being attacked verbally and physically, and rated their overall job responsibilities as significantly stressful. LD and ED teachers felt that exercise and outdoor programs and confiding in significant others (i.e., wife or husband) were helpful in combatting stress. EMR teachers felt peer support was helpful. (Author)

Kassier, Marjorie Rose
Televised Models as Agents of Behavior Change: Inducing Pro-Social Interaction Among Severely Withdrawn Children.
Our Lady of the Lake Univ., San Antonio, Tex.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-80
Grant-600-76-04488
Note-34p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (59th, New York, NY, April 12-17, 1981, Session Th-89).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescents, *Antisocial Behavior, *Behavior Change, Children, Cooperation, Elementary Secondary Education, *Emotional Disturbances, Imitation, Interpersonal Competence, *Modeling (Psychology), Severe Disabilities, *Social Adjustment, *Television Viewing, Videotape Recordings, Withdrawal (Psychology)

The study examined the effectiveness of videotapes showing cooperative prosocial interaction between models on the behavior of 6 female and 14 male severely emotionally disturbed withdrawn children (aged between 9 and 14 years old). An introductory review of the literature considers general modeling theory, variables of the modeling act and their effects on behavior, and classification of modeled behaviors. The study's experimental Ss, paired in same sex dyads, viewed a tape showing two models engaged in verbal and nonverbal cooperative interactive play with marble raceways. Control Ss viewed a tape showing the models playing independently with the raceways. Ss were observed for a 5 minute preintervention and a 10 minute postintervention period playing with the raceway toys. Results indicated: (1) experimental Ss engaged in more associative and cooperative behaviors than control Ss following the videotape; (2) in particular, experimental Ss demonstrated more prosocial proximal and face to face body movements than did control Ss; (3) experimental Ss used more prosocial language; and (4) experimental Ss did not produce a greater quantity of total language. (DB)

ED 209 827 EC 140 341

Richey, Dean Welch, Larry

Model Preschool Programs in a Rural Setting: Toward a Service Continuum.

Pub Date-Apr 81

Note-13p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (59th, New York, NY, April 12-17, 1981, Session W-62).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Delivery Systems, Demonstration Programs, *Disabilities, *Parent Education, Parent Participation, *Preschool Education, Program Descriptions, *Rural Education, Student Educational Objectives

Identifiers-*Family Infant Toddler Project, *Regional Intervention Preschoolers Parents, Upper Cumberland Early Intervention

The paper describes the proposed Upper Cumberland Early Intervention Project (UCEIP), a project designed to serve 20 handicapped preschoolers a year over a 3 year period in rural Tennessee. The project involves continuation and expansion of two service delivery models for rural areas and is funded under the Developmental Disability Services Act, 1978. One of the two centers will utilize the Regional Intervention Program for Preschoolers and Parents model which is designed to provide short term (mean length of treatment 8 months) intervention assistance as an alternative to residential programs, and upon termination, to seek the least restrictive learning environment appropriate for the child. Characteristics of the model include parent implementation first with their own children and then in training other parents, modular organization, daily monitoring of child and parent performance, and a resource staff of professional consultants. The other center all utilize the Family, Infant and Toddler Project: Early Intervention with Rural Families with Retarded Children model. The model involves weekly training sessions with children and families who are trained to implement an educational program at home. Short range goals and objectives are set for implementation during a 3 month period of observation and discussion with parents at which time long term educational goals are established in the following domains: gross motor development, personal social skills, hearing and speech skills, nonverbal communications, eye-hand coordination skills, manipulation skills, cognition skills, and verbal and gestural imitation skills. Both models were originally funded through the Handicapped Children's Early Education Program and UCEIP will provide temporary funding while local

funding, administrative, and transportation procedures are being established. (DB)

ED 209 828 EC 140 342

Algava, Priscilla Snow

The Relationship Between Herman T. Epstein's Research on Brain Growth Stages and the Creative Art Efforts of Children in Elementary School.

Pub Date-May 81

Note-104p.; Master's Thesis, DePauw University.

Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Creative Development, *Creativity, *Developmental Stages, Elementary Education, *Neurology, *Physical Development, *Visual Arts

Identifiers-*Brain Research

The study investigated the possible correlations between brain growth stages and creative art work through the evaluation of 549 samples of children's art by children in grades K through 6. The absence of a valid instrument led to the development by the investigator of a criterion referenced rating scale for evaluation of the art work. The data clearly indicated an observable relationship between achievement in the visual arts and H. Epstein's brain growth periods. Children in brain growth spurt periods achieved higher scores than children in plateau periods. The data indicated a sharp drop in creative achievement in kindergarten and fourth grade, both of which occur during a plateau period as defined by Epstein. Appended are the detailed scoring results of the three judges. (Author/DB)

Knight, Elizabeth M.
The Case for Teacher Training in Nonbiased, Cross-Cultural Assessment.
Pub Date-Feb 81
Note-15p.; Paper presented at The Council for Exceptional Children Conference on The Exceptional Bilingual Child (New Orleans, LA, February 18-20, 1981, Session F-8).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cross Cultural Training, *Cultural Differences, *Disabilities, Elementary Secondary Education, *Handicap Identification, *Inservice Teacher Education, Language Handicaps, Linguistics, Special Education, *Teacher Attitudes
Identifiers-*Limited English Speaking, Montgomery County Public Schools MD

The paper discusses principles of a Montgomery County (Maryland) program to train regular teachers in approaches to cross cultural assessment. The program originated because of overreferral of limited English proficient (LEP) students for special education evaluation and placement. The program stresses four major areas: (1) changing the teacher's attitude toward students who are bilingual and/or speak with different intonation/structural patterns through knowledge of applied and sociolinguistics; (2) helping the teacher acquire skills in distinguishing between normal'' and interference patterns and true language disabilities; (3) offering the teacher insights into the reading problems of linguistically different students; and (4) offering the teacher insights into linguistic problems of the LEP student which interfere with test taking. The county also stresses linkages between special education and English as a Second Language/Bilingual Programs which have helped LEP teachers identify potentially handicapped students and special education teachers understand linguistic and cultural differences which can account for temporary'' handicaps in LEP students. (DB)

ED 209 830   EC 140 344

Thurston, Linda P. And Others

Utilization and Evaluation of Parents as Tutors of Young Black Children with Special Needs.

Pub Date-Feb 81

Note-30p.; Paper presented at The Council for Exceptional Children Conference on The Exceptional Black Child (New Orleans, LA, February 15-17, 1981, Session M-S).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Black Youth, Case Studies, Elementary Education, Home Instruction, *Learning Problems, *Low Income Groups, *Mild Disabilities, Paraprofessional Personnel, *Parent Education, Preschool Education, *Tutoring

The panel presentation includes three papers describing the development and implementation of two parent oriented intervention programs currently serving low income Black families in Kansas City, Kansas. Both programs are home based and utilize trained community paraprofessionals as parent trainers. One program trains parents of preschool physically and mentally handicapped children to teach their children new skills. A home visitor from the community acts as parent, trainer, and advocate. The second program teaches parents in a single session to tutor their elementary school aged children who are at least one grade level behind in academic areas. The first paper gives an overview of both programs while the two remaining papers provide detailed case studies of the use of the program with a slow learning speech handicapped 6 year old, a mentally retarded 7 year old, a fourth grade student failing in spelling and a 6 year old having difficulty with math facts. (Author/DB)

ED 209 831 EC 140 345

Fiscus, Edward D. And Others

Nondiscriminatory Assessment and the System of Multicultural Pluralistic Assessment (SOMPA).

Pub Date-Feb 81

Note-20p.; Paper presented at The Council for Exceptional Children Conference on The Exceptional Black Child (New Orleans, LA, February 15-17, 1981, Session T-1).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Compliance (Legal), *Cultural Differences, *Disabilities, Elementary Secondary Education, *Handicap Identification, Minority Groups, *Multicultural Education, *Nondiscriminatory Education, *Student Evaluation, Test Bias

Identifiers-*System of Multicultural Pluralistic Assessment

The paper describes the System of Multicultural Pluralistic Assessment (SOMPA), a method of meeting the nondiscriminatory assessment requirements of P.L. 94-142 (the Education for All Handicapped Children Act). The need for nondiscriminatory assessment and types of nondiscriminatory tests (such as culture fair, culture specific, and Piagetian tasks) are briefly described. Basic purposes of SOMPA (such as reducing stigmatization and fostering multicultural education) are noted as are SOMPA assumptions (such as the equivalent value of all cultures). SOMPA is described as being composed of three assessment models: (1) the medical model which attempts to screen for biological anomalies and includes measures of physical dexterity, vision/auditory acuity, and health history; (2) the social systems model which evaluates whether the child is meeting social norms of his/her own group and includes such measures as the Adaptive Behavior Inventory for Children with scoring based on cultural group norms; and (3) the pluralistic model which determines learning potential and uses the Social Cultural Scales and the Wechsler Intelligence Scale for Children-Revised with scores interpreted using social-cultural norms. The assessment procedure and suggested division of labor on assessment teams are outlined. The text of federal regulations pertaining to nondiscriminatory assessment is provided. The paper concludes with consideration of conceptual and statistical criticisms of SOMPA including the large numbers of students declassified as handicapped when it is used and problems of determining predictive validity. (DB)

ED 209 832 EC 140 346

Alexander, Michael L.

Strategies That Address Internal and External Barriers to Effective Educational Functioning.

Pub Date-Feb 81

Note-6p.; Paper presented at The Council for Exceptional Children Conference on The Exceptional Black Child (New Orleans, LA, February 15-17, 1981, Session M-16).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Modification, Elementary Secondary Education, *Parent Participation, Parent School Relationship, Poverty Areas, Program Descriptions, *Severe Disabilities, *Special Schools, *Therapy

Identifiers-*Englewood Learning Center IL

Englewood Learning Center in Chicago provides programs for severely and profoundly handicapped children (5 to 17 years old) in an urban area where many families live in subpoverty conditions. The program requires families to be involved in the individualized education program process and in the whole range of educational services. The program relies on a behavior management system using a token economy and progression of limits. The therapy program combines elements of psychotherapy, reality therapy, gestalt, play therapy, family, and behavioral therapy. The administrative style promotes group sharing, respect, and independent thought. (CL)

ED 209 833 EC 140 347

Brady, Michael P. Anderson, Daniel D.

Some Issues in the Implementation of P.L. 94-142 in the Pacific Basin Territories.

Pub Date-Feb 81

Note-35p.; Paper presented at The Council for Exceptional Children Conference on The Exceptional Bilingual Child (New Orleans, LA, February 18-20, 1981, Session F-14).

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Compliance (Legal), *Disabilities, Elementary Secondary Education, Handicap Identification, Problems, *Program Implementation, *Sociocultural Patterns, Student Placement, Teacher Education, Values

Identifiers-*Education for All Handicapped Children Act, *Pacific Trust Territories

Problems facing the Pacific Basin Territories' attempt to implement P.L. 94-142, the Education for All Handicapped Children Act, include lack of felt need for services to mildly handicapped students, lack of accommodation for cultural values in the law, and confused communications concerning the development of special education. Further difficulties directly related to cultural values are encountered in the identification/assessment mandate, the process of planning individualized educational programs, placement and services, and personnel preparation. Encouraging trends have included funding of a successful technical assistance project, development of special education degree programs in Guam and Micronesia, and an effective approach to inservice training in American Samoa. (CL)

ED 209 834 EC 140 348

Mares, Sharon

Non-Discriminatory Assessment: Formal and Informal Assessment of Limited English Proficient Children.

Los Angeles County Superintendent of Schools, Calif.
Pub Date-Feb 81
Note-19p.; Paper presented at The Council for Exceptional Children Conference on The Exceptional Bilingual Child (New Orleans, LA, February 18-20, 1981, Session Th-12).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bilingual Education, *Culture Fair Tests, Elementary Education, Informal Assessment, Language Handicaps, *Mexican Americans, Non English Speaking, *Spanish Speaking, Student Evaluation, *Test Construction, Test Reliability, Test Validity
Identifiers-Bilingual Special Education, *Limited English Speaking, *PEOPLE (Test)

PEOPLE (Pruebas de Expresion Oral y Percepcion de la Lengua Espanol) was developed as a test to help distinguish between a language difference and a language deficit in non English proficient (NEP) and limited English proficient (LEP) elementary Hispanic students. PEOPLE was developed, pilot tested in 14 school districts in Los Angeles County with 136 Mexican American students, and in field testing found to promise validity and reliability after editing. Subtests of PEOPLE include auditory association, sentence repetition, encoding, auditory sequential memory, and story comprehension (sample items of each are given). (CL)

ED 209 835 EC 140 349

Aksamit, Donna L. And Others

Preparing Classroom Teachers to Work with Mainstreamed Handicapped Children: A University's Approach to Integration of Curriculum at the Undergraduate Level.

Pub Date-Apr 81
Note-24p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (59th, New York, NY, April 12-17, 1981, Session W-14).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Development, Demonstration Programs, *Disabilities, Elementary Secondary Education, Higher Education, *Mainstreaming, Program Descriptions, Program Development, *Teacher Education, *Teacher Education Curriculum
Identifiers-University of Nebraska Lincoln

The development of the Mainstream Curriculum Integration Model at the University of Nebraska-Lincoln, designed to prepare regular educators to deal with handicapped children, is chronicled. Faculty is explained to have identified 10 content areas (including awareness and attitudes, litigation and legislation, and classroom and student behavior management) and to have delineated specific objectives within the clusters. Examples of ways in which the curriculum has been integrated into specific courses (such as Fundamentals of Development for Education) as well as the program for students in elementary education (including exposure to a mainstreamed setting in student teaching) and educational administration. Procedures for continuing the approach after termination of project funding are noted, as are efforts to monitor the program's effectiveness. (CL)

Posno, T. Ron

Early ID/Intervention equals Education Foppery or Promise. Ontario Ministry of Education Memorandum 78-79: 15.

London Board of Education (Ontario).
Pub Date-Apr 81
Note-15p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (59th, New York, NY, April 12-17, 1981, Session M-26).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Disabilities, *Handicap Identification, *Intervention, Models, *Preschool Education, Program Descriptions
Identifiers-Ontario (London)

Problems in and guidelines for developing an early identification/intervention program for handicapped students are discussed. The author cautions that appropriate education should first be based upon the child's learning process, and that ongoing review should replace single stage identification procedures. Problems are listed for consideration in the areas of basic medical/social data, labeling, resources, and interventions. The early identification model currently used in London (Ontario) is reviewed and its apparent effectiveness noted. Sample forms used in London are included. (CL)

ED 209 837 EC 140 351

Severns, George W., Jr. Sains, Leonard I.

A Comprehensive Monitoring System.

Pub Date-Apr 81

Note-8p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (59th, New York, NY, April 12-17, 1981, Session F-64).

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities, Elementary Secondary Education, *Private Schools, *Program Administration, *Program Costs, *Program Evaluation, Special Education, *State Departments of Education

Identifiers-*Program Monitoring

Intended for administrators, the paper reviews the current inadequacy of most state education agency monitoring of private special education programs and considers necessary elements in comprehensive monitoring. Basic challenges related to establishing a fiscal monitoring system are described, including the ability to differentiate quality from nonquality programs and the establishment of reasonableness of costs. Ways to approach fiscal monitoring are advocated, such as reviewing and approving projected costs and verifying final enrollment and actual cost figures. Program monitoring is distinguished from fiscal monitoring and its components of school administration, pupil interaction, educational management, facilities, and personnel management are briefly addressed. (CL)

ED 209 838 EC 140 352

Marlowe, Mike And Others

Low Elevated Lead Levels and Mental Retardation.

Pub Date-Apr 81

Note-18p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (59th, New York, NY, April 12-17, 1981, Session B-4).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, *Environmental Influences, *Lead Poisoning, *Mild Mental Retardation, *Rural Areas, *Rural Youth

The relationship between low elevated lead absorption and mild mental retardation was investigated in 40 rural children (preschool to grade 12) without demonstrable cause for their retardation. Trace mineral analysis of hair samples from Ss and a control group (N 20) indicated the mean hair lead concentrations for the retarded Ss were considerably higher than those of control Ss. Potential sources of lead included deteriorating paint chips, illicitly distilled whiskey, and exposure through fertilizers and pesticides containing lead. (CL)

ED 209 839 EC 140 353

Mattson, Beverly And Others

The Spina Bifida Child in the Classroom.

Pub Date-Apr 81

Note-46p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (59th, New York, NY, April 12-17, 1981, Session T-64). Some pages have faint print.

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Intelligence, *Learning Problems, *Motor Development, *Perceptual Development, Physical Disabilities, *Reading Difficulties, *Sensory Integration, Visual Perception

Identifiers-Hydrocephalus, *Spina Bifida

Learning characteristics of children with spina bifida (lesions on the spinal cord) are reviewed in the text of a presentation with slides, and the effects of such factors as hospitalization experiences and the presence of hydrocephalus are considered. Characteristics related to intelligence, sensory integration, tactile responsiveness, tactile defensiveness, motor planning, postural insecurity, visual perception problems, handwriting problems, distractibility, language style, and reading are discussed; and examples of students with those characteristics are given. Suggestions for remediation are offered. Also included in the paper are guidelines regarding adaptations for physical problems, and several bibliographies on the topic. (CL)

ED 209 840 EC 140 354

Kraichman, Julie
New Jersey Project Child Find.
New Jersey State Dept. of Education, Trenton.
Pub Date-Apr 81
Note-72p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (59th, New York, NY, April 12-17, 1981, Session T-59). Colored paper may not reproduce well.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Disabilities, *Handicap Identification, Preschool Education, Program Descriptions, *Screening Tests, Student Evaluation, Young Children
Identifiers-*Child Find, New Jersey, *Screening Programs

The paper describes the New Jersey Child Find project, a program to locate and identify all unserved handicapped children between the ages of 0 and 21 years. Noted are four project objectives (such as conducting community awareness campaigns), background of the project (including early efforts to identify handicapped children as a result of a rubella epidemic in the 1960s, and requirements of federal legislation. Community awareness activities including a yearly statewide media campaign, a ``Child Find How-To'' kit for local schools, and an information and referral hotline for identification of children with suspected handicaps are summarized. The screening program includes screening of speech/language, vision, motor, and hearing conducted by trained Child Study Team members and a manual for screening preschool children. Assessment of children referred through the screening process involves evaluation of the cognitive, language, and social/personal development of each handicapped preschooler. Briefly noted are program placement after assessment and interagency collaboration to reduce duplication and delay in delivery of services. Appendixes include the Child Find How-To Kit, guidelines for Project Child Find intake and screening, the manual on screening children ages 3 to 5, and guidelines for Project Child Find assessment. (DB)

ED 209 841 EC 140 355

Casterlow, Ingrid E.

Enhancing Parental Effectiveness.

Pub Date-Feb 81

Note-10p.; Paper presented at The Council for Exceptional Children Conference on The Exceptional Black Child (New Orleans, LA, February 15-17, 1981, Session T-12).

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities, *Minority Groups, Parent Education, *Parent Participation, *Parent Teacher Conferences, *Parent Teacher Cooperation, Workshops

Teachers of minority handicapped children can enhance their relationship with parents by understanding that parents cannot be forced to participate and that the teacher cannot expect to have the same authority with parents as with children. It is important for teachers to begin parent training programs with high success activities, focus on individual parental needs, identify areas of parent proficiency, and establish criteria for evaluating program success. Parent participation may take the form of such actions as applying teaching procedures in the home with and without the assistance of a teacher and exchanging ideas and teaching skills at informal functions. Procedures for enhancing parental effeciveness begins before the start of school and extends through ongoing discussions, conferences regarding the child's individualized educational program, and workshops in which parents can help construct materials. (CL)

ED 209 842 EC 140 356

Goostree, Renee Close

A Study of the Reading Interests and Attitudes of Fourth, Fifth, and Sixth Grade Gifted Children in the State of Missouri.

Pub Date-Jul 81
Note-90p.; Master's Thesis, Southwest Missouri State University.
Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Gifted, Intermediate Grades, *Reading Attitudes, *Reading Habits, *Reading Interests, *Recreational Reading, Sex Differences, *Student Attitudes
Identifiers-Missouri

The study examined the reading interests, attitudes, and habits of fourth, fifth, and sixth grade gifted students. The data were gathered from the 69 state assisted gifted programs in Missouri by means of a survey developed by the investigator. The Ss were limited to the fourth, fifth, and sixth grade gifted children whose program coordinators participated in the study. The data gatherred from the 19 program respondents were analyzed in terms of means, standard deviations, and cumulative percentages. The analysis of data indicated that gifted children had a highly positive attitude toward reading. The data also revealed that the favorite reading interests of gifted children were comedy, mysteries, adventure, myths and legends, and stories about boys and girls their own age. However, the data compiled on reading habits indicated many differences related to the sex of the reader. Various form letters, the survey, and statistical analyses are appended. (Author)

ED 209 843 EC 140 357

Promising Practices: Reaching Out to Families.
Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Report No.-DHHS-OHDS-81-30324
Pub Date-May 81

Note-67p.
Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Community Programs, *Delivery Systems, Demonstration Programs, *Disabilities, Family Problems, *Family Programs, Program Descriptions

The document provides summaries of 53 programs from around the country demonstrating innovative approaches to identifying needs and developing and delivering services and materials to families. Chapters are organized according to broad themes which underlie their programs' design. Chapter 1 (10 programs) examines programs which explore informal service approaches and the use of natural support systems. Chapter 2 (16 programs) concerns programs which focus on particular groups' needs. Among these are children of families in crisis, hospitalized children, retarded children, persons with multiple sclerosis, children with spina bifida, and single parent families. Chapter 3 (11 programs) focuses on programs which address issues of the parent-child relationship. The last chanter (16 program) describes programs which seek to help the family develop as a strong adaptable unit. Program descriptions include program name, address, contact person and phone number, source of nomination, and a several hundred word description. A subject index to the programs is also provided. (DB)

ED 209 844 EC 140 358

Low Vision Service; Section D-9. Self-Study and Evaluation Guide, 1981 Edition.
National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, New York, N.Y.
Report No.-ISBN-0-912948-72-8
Pub Date-81
Note-47p.
Available from-National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 70 Maidson Ave., New York, NY 10016 ($2.00).
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Accreditation (Institutions), *Low Vision Aids, *Partial Vision, Program Evaluation, *Self Evaluation (Groups), Services, Standards
Identifiers-*Low Vision Services, *National Accred Coun Agencies Serv Blind

Standards are presented for self evaluation of low vision services as part of the National Accreditation Council accreditation program. Participants rank their services on a scale from excellent to minimal for the following areas: planning and organization, personnel, low vision evaluation, continuing services, facilities and equipment, and program evaluation. A final section calls for ideas on programing changes to improve the service. (CL)

Regan, Madelyn K. And Others
VEIT Project (Vocational Education Inservice Training): Training Modules. Volumes 1 Kansas Univ., Kansas City. Medical Center.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date- 78
Grant-PR-45[illegible]H6-0627)
Note-751p.; Cherry and orange colored original pages will reproduce poorly.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF04/PC31 Plus Postage.
Descriptors-*Classroom Techniques, *Disabilities, *Educational Diagnosis, *Educational Resources, Elementary Secondary Education, Inservice Teacher Education, *Instructional Materials, Sensitivity Training, Simulation, Teacher Attitudes, *Teaching Methods, Units of Study, Vocational Education

The instructor's manual for an inservice training program for teachers concerned with handicapped children is in two volumes comprising 42 modules in five sections: awareness of exceptionality, diagnosis and assessment, methods and materials, classroom management and organization, and use of resources. Each module is introduced by a color coded page which lists module title, objective, time required for the presentation (usually 30 minutes), equipment needed, materials to be duplicated, packet contents, and resources and references. Modules typically include an overview, information on any presession arrangements, detailed paraphrasing of the instructor's presentation, and sample handouts and transparencies. Sample modules include the following: simulations of test anxiety, hearing impairment, mental retardation, and orthopedic handicaps; matching reader ability and text through use of the cloze procedure; matching job duties and learner profiles; analyzing instructional materials; procedures for simplifying written communication; using the textbook as a learning tool; special considerations of hearing impairment, learning disabilities, and behavior disorders; motivational deficiency and positive reinforcement; constructive confrontations in the classroom; individualizing instruction; techniques for interaction such as recognizing feelings and clarifying issues; time management; instructional resources available in the school; and community resources. A final module consists of a followup sharing session by participants. A chart shows the scope and recommended sequences of all the inservice training moduels. (DB)

ED 209 846 EC 140 360

Van Pelt, Jeff

A Peer Support and Personal Growth Group for Parents with a Child Who Is Developmentally Disabled or Delayed.

Virginia Beach Mental Retardation/Developmental Disabilities Programs, Va.

Pub Date- 81

Note-51p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Developmental Disabilities, *Disabilities, Discipline, *Emotional Adjustment, Expectation, *Individual Development, Parent Associations, *Parent Attitudes, *Parent Counseling, Parent Education, Peer Relationship

The manual describes development of a personal growth and peer support group for parents of developmentally delayed or disabled children which was designed to help parents adjust expectations about their infant or young child and to accommodate the handicap. Initial decisions regarding leader and participant characteristics and frequency and content of meetings are considered. Objectives, materials, and approaches used in six meetings are presented. The meetings covered the following topics: different parent expectations, discipline and child development, reactions to the child's diagnosis, realistic goals for the children, effects on the rest of the family, and future considerations. Appendixes include sample questionnaires and meeting evaluation forms. (CL)

ED 209 847 EC 140 361

Dixon, Judith Holden

A Study of Gifted Programs in the State of Missouri and the Philosophies of Their Faculties.

Pub Date-Jul 81

Note-111p.; Master's Thesis, Southwest Missouri State University.

Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Administrator Attitudes, *Educational Philosophy, Elementary Secondary Education, *Gifted, Needs Assessment, *School Districts, State Surveys, Teacher Attitudes

Identifiers-*Missouri

To poll the facilities of Missouri's gifted programs to gather data concerning the programs and the philosophies of those who conduct them, a survey instrument mainly using a Likert scale was developed and mailed to an administrator, a classroom teacher, and a gifted resource room teacher from each of the sixty-nine districts receiving state aid for their gifted programs. The information from the surveys was tabulated by computer and yielded frequency data in terms of means, standard deviations, and cumulative percentages. The conclusions drawn were that there is no one best program for all gifted children, that each district must plan its program according to its needs, and that a committee formed to develop a program philosphy is an initial step. In addition, strong inservice programs to train teachers of the gifted, and university degree programs in gifted education are urgently needed in Missouri. (Author)

ED 209 848 EC 140 362

Bennett, Randy Elliot

The Special Education Teacher Diagnostician: Professional Training Needs.

Pub Date-80

Note-14p.; Paper presented at the Annual International Conference of the Association for Children with Learning Disabilities (17th, Milwaukee, WI, February 29, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities, Educational Diagnosis, Educational Needs, *Knowledge Level, *Measurement Techniques, *Special Education Teachers, *Student Evaluation, Test Interpretation

Two studies were carried out to determine proficiency of special education teacher diagnosticians (N 95 and 39) in knowledge and application of basic measurement concepts (including reliability, validity, norms, criterion referenced interpretations, measures of central tendency and variability, and interpretive aids). Findings showed that both groups scored lower than college students in an introductory measurement course and achieved correct total score responses of 50% and 44% (100% maximum). Results suggested that the educational diagnosticians needed training in basic measurement concepts essential for appropriate test interpretations and decision making about identification and placement. (CL)

ED 209 849 EC 140 363

Morris, June E. And Others
Revision of the Utilization of Low Vision Kit. Final Report.
American Printing House for the Blind, Louisville, Ky.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No.-443CH80547
Pub Date-80

Grant-G007605448
Note-75p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Field Tests, *Instructional Materials, *Low Vision Aids, *Partial Vision, *Program Development, *Test Reliability, *Test Validity
Identifiers-*Program to Develop Efficiency Visual Functioning

The final report describes a project to facilitate the efficiency with which legally blind persons use their remaining vision. The project developed a diagnostic assessment procedure, a design for instruction which includes 150 sequenced lessons, and a sourcebook on low vision. The reliability and validity of the diagnostic assessment procedure were evaluated with 112 legally blind students. Reliability and content validity were found to be high, but some questions existed about the test's construct validity. The entire program was field tested by 11 teachers of legally blind students who responded to questionnaires on the kit's effectiveness and on each specific component. A number of problems in the materials were identified and corrected, resulting in the final version, Program to Develop Efficiency in Visual Functioning. (CL)

ED 209 850   EC 140 364

Rees, Roger J. Pryor, Jan, Ed.

Teaching Speech to Your Language Delayed Child.

Australian Pre-School Association, Canberra.

Report No.-ISBN-0-909860-30-0

Pub Date-80

Note-25p.

Available from-Australian Early Childhood Resource Booklets, Australian Pre-School Association, Inc., Knox St., Watson, A.C.T. 2602 Australia ($5.50 for 5 issues, $1.45 single copy, Australia currency).

Journal Cit-Australian Early Childhood Resource Booklets; n4 1980

Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Articulation Impairments, Clinical Diagnosis, Deafness, Language Acquisition, *Language Handicaps, Mental Retardation, Neurological Impairments, *Parent Role, *Speech Handicaps, Speech Skills, *Teaching Methods

Identifiers-*Parent as a Teacher, Parent Materials

Intended for parents, the booklet focuses on the speech and language development of children with language delays. The following topics are among those considered: the parent's role in the initial diagnosis of deafness, intellectual handicap, and neurological difficulties; diagnoses and single causes of difficultiy with speech; what to say to professionals and neighbors; significant behaviors of a language disordered child; preliminary exercises for developing speech; expressive language; articulation problems; and children with special language problems (stuttering, cleft palate, cerebral palsy, mental retardation, and emotional disturbance). A final section touches upon relationships with other children and adults. (CL)

ED 209 851 EC 140 365

Smarte, Lynn

Discovering Special Education Resources: A Workshop on ERIC and ECER.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-Sep 81

Contract-400-76-0119

Note-30p.; ERIC Exceptional Child Education Report series.

Available from-ERIC Clearinghouse on Handicapped and Gifted Children, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($1.00 while supply lasts).

Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Databases, *Disabilities, Elementary Secondary Education, *Information Retrieval, *Research Tools, Resource Materials, Search Strategies, *Special Education

Identifiers-*ERIC, *Exceptional Child Education Resources

The workshop is intended for individual or group use to understand the Educational Resources Information Center (ERIC) and the Exceptional Child Education Resources (ECER) databases as a way of finding information on special education topics. Information products available from ERIC and The Council for Exceptional Children (which maintains the ECER database) are described. Manual searching and computer searching approaches are discussed, with examples of citations and searching formats appended. (CL)

ED 209 852 EC 140 366

Suelzle, Marijean Keenan, Vincent

A Family Career and Individual Life Cycle Perspective on Planning Residential and Vocational Options for Mentally Retarded Children.

Spons Agency-Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield.

Pub Date-Aug 81

Grant-843-02

Note-57p.; Paper presented at joint session of Family and of Youth, Aging, and Life Course at the Annual Meeting of the Society for the Study of Social Problems (Toronto, Canada, August, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adjustment (to Environment), Demography, *Family Characteristics, *Family Involvement, Family Relationship, *Mental Retardation, *Planning, Residential Programs

The paper explores the relationship between 330 families' adaptations to their mentally retarded children and the manner in which parents plan for future residential and vocational opportunities. B. Farber's theory of minimal family adaptation is tested to see whether family characteristics (such as demographics and family career); child's characteristics (such as severity of the disability, sex, and age); and the family's involvement in informal and formal social networks affects parents' planning. A literature review applies the concepts of family career and individual life cycles to families with mentaly retarded children as they plan for future services. Forward stepwise regression analyses were performed on data gathered from a mail survey questionnaire of 330 parents of mentally retarded children from birth to 21 years old. In general, strong support was found for Farber's theory of minimal adaptation. The strongest predictors of parents' planning were family career, child's characteristics, and community support. Family demographics were found to be the least significant predictors. (Author)

ED 209 853 EC 140 367

Child Abuse and Neglect.

International Children's Centre, Paris (France).
Pub Date-80
Note-71p.; This document was prepared within the frame of the I.C.C.-H/HS (Washington). The document is a part of the Development of Information on Early Childhood. Also available in French and Spanish.
Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Child Abuse, *Child Neglect, *Clinical Diagnosis, *Definitions, *Family Characteristics, Intervention, Mass Media, *Policy Formation, Prevention, Publicity

A series of four documents address the definition and identification of child abuse and neglect. In the first, which is designed for professionals, a historical review is followed by discussion of clinical and social evidence of abuse. Resources for managing child abuse are described, and personnel functions are outlined. The second document, intended for nurses, midwives, social workers, teachers, and parents, defines child abuse and discusses indications for traumatic and nontraumatic pathology. Characteristics of parents and children at risk are outlined. Examples of intervention and prevention are described. The final document, designed for policy makers, charts physical and behavioral indicators of child abuse and neglect, considers characteristics of neglectful and abusive parents, and addresses effective treatment and prevention approaches. Among six policy needs are for an agreed upon definition and for a system of reporting suspected abuse and neglect. The final document addresses the role of the mass media specialist in increasing public awareness of child abuse and neglect. (CL)

ED 209 854 EC 140 368

Screening and Social Integration of Handicapped Children.

International Children's Centre, Paris (France).

Pub Date-80

Note-56p.; This document was prepared within the frame of the I.C.C.-H/HS (Washington). The document is a part of the Development of Information on Early Childhood. Also available in French and Spanish.

Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Disabilities, Early Childhood Education, *Handicap Identification, *Mainstreaming, Mass Media, Prevention, Publicity, *Screening Tests, *Social Attitudes

Four documents, intended for specific audiences, touch on screening and social integration of handicapped children. The first, for policy makers, reviews classification categories and describes early detection devices and prevention measures. Policy implications of integration within families, communities, and schools are considered. The second document, intended for nurses, midwives, social workers, teachers, and parents, defines disability conditions and provides a simple checklist for screening. Social integration and mainstreaming provisions are discussed. The third document, for academic level workers and professionals, covers the role of screening in medical practice, primary prevention, and screening in early childhood. Support needed by families in order to take advantage of social integration is discussed. The final document covers the subjects of screening and social integration for mass media specialists. (CL)

ED 209 855 EC 140 371

Broadhurst, Diane D. Maccracken, Robert A.

Training in the Prevention and Treatment of Child Abuse and Neglect. The User Manual Series.

Kirschner (E.J.) and Associates, Washington, D.C.
Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.
Report No.-DHEW-OHDS-79-30201
Pub Date-Aug 79
Contract-HEW-105-77-1050

Note-83p.
Available from-National Center on Child Abuse and Neglect, P.O. Box 1182, Washington, DC 20013 (single copy free).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Child Abuse, *Child Neglect, Delivery Systems, *Identification, *Prevention, *Professional Continuing Education, Referral, *Training Methods

Intended primarily for persons or agencies responsible for providing training to professionals and interested citizens involved in delivery of services to abusive and neglectful families, the manual addresses the importance of training in the identification, reporting, diagnosis, treatment, and prevention of child abuse and neglect. Chapters focus on the folliwng topics (sample subtopics in parentheses): why training in the prevention and treatment of child abuse and neglect is vital (mandatory reporting, professional responsibility, and benefit to families in stress); when training should be conducted (preservice training, inservice training, and continuing education); who should be trained (reaching all levels, interdisciplinary training, and using the existing structure); who should train (screening the trainer, employing a multidisciplinary approach, and sources of trainers); the training program design (content, structure, evaluation, and cost); and training resources (staff, materials, and funding). Among the eight appendixes are federal standards applicable to training, a listing of physical and behavioral indicators of child abuse and neglect, and suggested training techniques. (DB)

ED 209 856 EC 140 372

Lauer, James W. And Others

The Role of the Mental Health Professional in the Prevention and Treatment of Child Abuse and Neglect. The User Manual Series.

Kirschner (E.J.) and Associates, Washington, D.C.
Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.
Report No.-DHEW-OHDS-79-30194
Pub Date-Aug 79
Contract-HEW-105-77-1050
Note-105p.; For related document, see EC 140 373.
Available from-National Center on Child Abuse and Neglect, P.O. Box 1182, Washington, DC 20013 (single copy free).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Child Abuse, *Child Neglect, Court Litigation, Definitions, Etiology, Incidence, *Intervention, *Mental Health, *Prevention, *Professional Personnel, Referral, Standards, Therapy

The manual delineates the roles of the mental health professional in identification, treatment, and prevention of child maltreatment. Chapters cover the following topics (sample subtopics in parentheses): nature of child abuse and neglect (definitions, extent, and causes); reasons for involvement by mental health professionals (mental health and community, legal, and ethical issues); reporting child abuse and neglect (state laws and difficulties encountered); assessment and treatment planning (assessment of parents, assessment of children, and the evaluation report); treatment (treatment goals, treatment alternatives, and treatment for parents); the mental health professional's involvement with the courts (the role of the courts and testimony); support of the child protection system (development of agency capabilities, development of an interagency network, and community coordination); and prevention (mental health based programs, mental health-community programs, and public awareness programs). Appended are federal standards applicable to the role of the mental health professional and a sample qualified service organization agreement. (DB)

ED 209 857 EC 140 373

Gifford, Carla D. And Others

Parent Aides in Child Abuse and Neglect Programs. The User Manual Series.

Kirschner (E.J.) and Associates, Washington, D.C.

Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.

Report No.-DHEW-OHDS-79-30200

Pub Date-Aug 79

Contract-HEW-105-77-1050

Note-92p.; For related document, see EC 140 372.

Available from-National Center on Child Abuse and Neglect, P.O. Box 1182, Washington, DC 20013 (single copy free).

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Child Abuse, *Child Neglect, *Emotional Adjustment, *Paraprofessional Personnel, Parent Education, *Program Development, *Training

The manual provides information needed to recruit, train, and supervise parent aides to work with abusive and neglectful parents. The manual considers the goals and objectives of the program; the roles and responsibilities of professionals and paraprofessionals; and the recruitment, screening, and matching process; and guidelines for training, ongoing supervision, and program evaluation. Chapters cover the following topics (sample subtopics in parentheses); nature of a parent aide program (goals, objectives, and roles and responsibilities); parent aide/client relationship (development of the relationship, transition period, partial dependency, independence, and termination);

program development; program implementation (recruitment, screening, referral, and matching process); training (behavioral objectives for such areas as dynamics of child abuse and neglect, emotional and physical development of the child, discipline versus punishment, and communication skills); and supervision, inservice training, and evaluation. Appended are sample application and contract forms, a listing of regional child abuse and neglect resource centers, a chart showing forces affecting parent-child interactions, suggested program evaluation procedures, and two sample handouts for the training program. (DB)

ED 209 858 EC 140 374

Kampert, George J.
Child-Centered Educational Process.
Flour Bluff Independent School District, Corpus Christi, Tex.
Pub Date-Mar 81
Note-48p.; Print is variable in parts and may not reproduce well.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Board of Education Policy, Confidentiality, *Disabilities, *Due Process, Elementary Secondary Education, Expulsion, *Handicap Identification, Individualized Education Programs, Referral, *Special Education, Student Evaluation, Student Placement, Student Records, *Student Rights, Student Transportation, Withdrawal (Education)
Identifiers-*Texas (Flour Bluff)

The handbook presents policies and procedures used by the Flour Bluff (Texas) independent school district to identify and provide programs and services for handicapped children. The following areas are addressed: referral process; individual assessment; admission, review, and dismissal committee process; individual educational plan process; placement in special education; special transportation; program and/or related service review; dismissal from special education; release from all educational services; independent assessment; alternative programs; student withdrawals; private school students; confidentiality of records; maintenance of student records; and transfer of student records. Appended are listings of assessment tests, parent and student rights, definitions of handicapping conditions, abbreviations of special education terms, and requirements for special education forms and reports. (DB)

ED 209 859 EC 140 375

Jansson, Karin, Ed.

Integration of the Profoundly Deaf and Severely Hearing Impaired in Ordinary Classes.

Skoloverstyrelsen National Board of Education, Stockholm (Sweden).
Pub Date-Feb 81
Note-12p.
Journal Cit-School Research Newsletter; n1 Feb 1981
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, Foreign Countries, Hearing Aids, *Hearing Impairments, *Mainstreaming, Parent Attitudes, Student Attitudes, *Student Placement, Teacher Attitudes
Identifiers-[illegible]

Preliminary [illegible] of an ongoing investigation of the effects of regular school placement on hearing impaired children in Skane, Sweden, are reported. A pilot survey of about 20 pupils, their parents, teachers, and headmasters was conducted for the purpose of developing a questionnaire. Questionnaires were sent to parents, teachers, and headmasters. Pupils have been interviewed. Initial observations include the following: (1) owing to poor acoustics, many pupils seem more disturbed than helped by audiological equipment; (2) teaching situations in which the hearing impaired pupil cannot hear what classmates are saying are accepted as a matter of course; (3) hearing impaired pupils frequently have to carry a teacher's microphone and other bulky equipment from one classroom to another; and (4) insufficient attention has been paid to the problems of pupils with one sided deafness, who do not usually wear hearing aids. The project is currently involved in observations, combined with videorecordings of the school situation of a limited number of pupils and a followup of pupils who have discontinued or concluded their schooling and of a limited number of hearing impaired adults. (DB)

ED 209 860 EC 140 376

McBrayer, Clyde Tidwell, Fred

Special Education/Traffic Safety Education. Curriculum Guide.

Educational Service District 113, Olympia, Wash.
Spons Agency-Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Instructional and Professional Services.; Washington Traffic Safety Commission, Olympia.
Pub Date-Sep 80
Note-192p.; Print is light and may not reproduce well.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Curriculum Guides, *Driver Education, High Schools, *Mild Disabilities, Special Education, *Traffic Safety
Identifiers-Washington

The curriculum guide for special education students is intended to serve as a supplement to the Washington 1980 State Traffice Safety Education Curriculum Guide. The guide is also correlated with two popular traffic safety texts. Each of the 21 modules contains a goal statement, a list of vocabulary words that might be difficult, a check sheet that lists requirements for both the special education teacher and the traffic safety teacher, samples of any materials or worksheets, and a module evaluation section. Modules are concerned with the following areas: introduction to traffic safety, preparing and controlling the vehicle, maneuvering in limited space; intersections; traffic flow; lane changes; passing; critical driving tasks; vehicle malfunctions and breakdowns; city and freeway environments; obtaining your driver's licence; signs, signals, and pavement markings; human functions defensive driving; roadway variations; limited visibility and lessened traction; special driving conditions; vehicle characteristics, motorcycle awareness; nonmotorized traffic; internal and physical factors, alcohol and other drugs; vehicle maintenance; planning for travel; legal and postcrash responsibilities; and individual responsibilities and opportunities, fuel conservation, and system improvement. Also included is a pre/posttest. (DB)

ED 209 861 EC 140 377

Kakalik, J. S. And Others
The Cost of Special Education: Description of Data Files.
Rand Corp., Santa Monica, Calif.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Report No.-Rand-N-1511-ED
Pub Date-Jun 80
Grant-G007701354 1
Note-422p.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cost Effectiveness, *Disabilities, *National Surveys, *Program Costs, *Special Education

The document contains the data files created by a Rand Corporation study on the cost of special education based on information from a 1977-78 national survey of 50 local education agencies in 14 states. The project objective is to improve decisionmaking on special education programing and finance by providing information on the services provided and the costs of alternative types of educational placements for children of different ages and with various types of handicap. The study includes data needed to calculate both (1) the relative cost of special education in relation to general education and (2) the absolute cost of special education measured in terms of the actual resources devoted to a handicapped child. Included are: documentation of teacher interview data, documentation of the related services data file, and documentation of the district data file. Appended are codesheets for each of these categories. Analyses of the data will be provided in subsequent Rand reports. (DB)

ED 209 862 EC 140 378

Child Abuse and Neglect Audiovisual Materials.
Herner and Co., Washington, D.C.
Spons Agency-National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
Report No.-DHHS-OHDS-80-30127
Pub Date-May 80
Contract-HEW-105-78-1101
Note-100p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Audiotape Recordings, *Audiovisual Aids, *Child Abuse, *Child Neglect, Films, Filmstrips, *Instructional Materials, Videotape Recordings

The catalog contains descriptions of 354 films, filmstrips, slides, videotapes, multimedia packages, and other audiovisual materials concerned with child abuse and neglect. The first section contains item descriptions arranged by medium and, within medium, by producer. Items in this section are numbered sequentially. Provided for each item is the accession number; title; information on medium, date, distributor, price; and a brief abstract. Indexes allow access by producer, subject, and title. (DB)

ED 209 863 EC 140 379

Lukenbill, Ron And Others

Respite Care. Training Manual.

Developmental Disabilities Training Inst., Helena, Mont.
Spons Agency-Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date-77
Note-69p.; Photographs may not reproduce clearly.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Developmental Disabilities, Drug Therapy, *Institutes (Training Programs), Normalization (Handicapped), Residential Care, *Respite Care, Training Methods
Identifiers-Montana

The manual is intended for use in training institutes for persons providing respite care for families of children with developmental disabilities in Montana. Expectations for participants and objectives for training are outlined in preliminary sections. Each chapter contains a brief statement of the chapter's main point or points, a selected bibliography, and a discussion. Topics covered include normalization, the developmental approach, basic rights of the disabled, nature of developmental disabilites, language and communication, behavior management, basic needs of the disabled child, programing activities, and general medical problems. Also include throughout the manual are instructions for lifting and carrying the child; suggested methods of dressing and undressing, special adaptations for the blind; suggested recordkeeping form; a seizure report; a medication administration record; and a medication glossary including common abbreviations used in administration of medications. A brief description of the Developmental Disabilities Training Institute concludes the manual. (DB)

Abeson, Alan Mack, Jean Harris

A Policy Interpretation Regarding Regular Educator Responsibilities for Educating Handicapped Children as a Basis for Designing Regular Education Inservice Programs.

Council for Exceptional Children, Reston, Va. Policy Research Center.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-81
Grant-G007702411
Note-23p.; A part of the Policy Options Project series.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Definitions, *Disabilities, *Educational Policy, Elementary Secondary Education, *Inservice Teacher Education, *Mainstreaming, *Student Placement
Identifiers-Education for All Handicapped Children Act

The policy interpretation paper was developed in cooperation with the National Inservice Network and involved an examination of all existing federal policy as well as background federal materials that directly or indirectly affect the issue of regular educator responsibilities for handicapped children as related to inservice education efforts under P.L. 94-142, the Education for All Handicapped Children Act. The discussion centers on the following issues: the definition of a handicapped child, definitions of special education and related services, the definition of the least restrictive environment, the definition of supplementary aids and services, existing federal regular education inservice policy, and the suggested contents of regular educator inservice programs. It is concluded that placement in a regular class is only appropriate when the handicapped child can learn from the instruction that most skilled regular educators can provide, with assistance as needed from support personnel as well as other aids and services. Proper evaluation and placement procedures, supplementary aids and services, and regular inservice education are seen to lead to appropriate and least restrictive placement for handicapped students. (DB)

ED 209 865 EC 140 381

Magin, Kevin D.

Movement Based Language: The Van Dijk Model.

Pub Date-May 79
Note-10p.; Paper presented at the Regional Workshop of the Southeast Regional Center for Deaf-Blind Children (Nashville, TN, May 6-9, 1979).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Development, Communication (Thought Transfer), *Deaf Blind, *Developmental Stages, *Language Acquisition, *Parent Child Relationship, Psychomotor Skills

The paper examines the development of language in the deaf blind child with emphasis on the child's motoric behavior and imitation as the initial step in language acquisition. Discussed are the following early developmental stages: symbionic (the close physical and emotional identification of child with the mother to be or new mother); resonance (in which the child responds physically to stimulation); and nonrepresentational reference (in which the child learns to identify important objects such as parts of his body). Coactive movement (in which the child and adult explore the child's environment together) should lead to imitation of motoric action and conceptualization. The use of natural gestures by the adult to reinforce communication efforts should lead to use of an arbitrary language system including speech, fingerspelling, reading, and writing. (DB)

ED 209 866 EC 140 383

Schofer, Richard C. Chalfant, James C.
The Missouri Symposium on Doctoral Programming in Special Education: Considerations for the 1980's (Lake of the Ozarks, Missouri, August 29-31, 1979).
Missouri Univ., Columbia. Dept. of Special Education.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
Bureau No.-451BH90029
Pub Date-Dec 79
Grant-G007602997
Note-122p.
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Competency Based Teacher Education, *Disabilities, *Doctoral Programs, Faculty Advisers, Gifted, Higher Education, *Postsecondary Education As a Field of Study, Practicums, Professional Continuing Education, *Program Development, *Program Evaluation, *Special Education, Student Rights

The proceedings of a 1979 Missouri symposium on doctoral programs in special education includes the texts of major addresses and position papers as well as summaries of conclusions of small working groups. The keynote speech by R. Erdman was entitled Higher Education in the 1980's: Implications for Doctoral Programming.'' The speech deals with futuristic considerations for the generic field of higher education and implications on doctoral programs in special education. The working groups produced chapters concerned with the following areas (sample recommendations in parentheses): considerations for doctoral programing (the need for formalized recruiting procedures and providing practicum experiences); continuing education for doctoral faculty (establishment of criteria for faculty advisors of doctoral candidates and development of a model for continuing education); student rights (recognition of the right of doctoral students to take an active role in planning their doctoral programs); and future support for doctoral programs in special education (encouragement of national needs assessment surveys and national guidelines or accreditation standards). The seven position papers have the following titles and authors: Considerations for the Evaluation of Doctoral Programs'' (E. Meyen); Expected Generic Competencies of Future Graduates of Special Education Doctoral Programs'' (M. Lilly); Anticipated New Job Roles in Special Education Implications for Doctoral Programs'' (J. Melcher); Continuing Education Needs of Doctoral Advisors in Special Education'' (V. Hardin); Research Training and Experience in Special Education Doctoral Programs'' (H. Prehm); Doctoral Practica What, Why, How'' (J. Paul); and One SEA Professional's View on Preparing Leaders to Work in Special Education Settings Implications for Doctoral Programs'' (N. Wusterbarth). (DB)

ED 209 867 EC 140 384

Counseling Special Students Newsletters.

Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.; Iowa State Dept. of Public Instruction, Des Moines. Area Schools and Career Education Branch.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-81
Contract-300-78-0023
Note-92p.; Parts are marginal and may not reproduce well.
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Counseling Techniques, *Disabilities, *School Counseling,

Secondary Education, State Programs
Identifiers-*Counseling Special Students Project, Iowa

The document contains two years (15 issues) of the newsletter Counseling Special Students,'' a product of a 3 year Iowa project of the same name designed to meet the guidance needs of handicapped secondary students. The newsletters typically contain a lead article, suggested resources, ideas, and dates of upcoming meetings. Lead articles deal with the following topics: the school counselor and the individualized education program, counseling techniques, parents' perspective, peer counseling/tutoring, building acceptance of the handicapped student, a student's view of educational counseling, grading alternatives for handicapped students, a visually impaired student's view, the referral process, individual counseling techniques, group counseling techniques, counseling behavioral disordered students, and the working together of counselors and special and general educators. (DB)

ED 209 868 EC 140 385

Stephens, Peggy, Ed. Bright, Ethel, Ed.
The Specialists Who Help Your Child Kentucky State Dept. of Education, Frankfort. Bureau of Education for Exceptional Children.
Spons Agency-Kentucky State Dept. of Education, Frankfort.; Mid-South Regional Resource Center, Lexington, Ky.; Office of Special Education and Rehabilitative Services (ED), Washington, D.C.
Pub Date-Sep 80
Contract-300-77-0476; 300-80-0722
Note-65p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Case Records, *Child Development, *Disabilities, Individual Characteristics, Parent Participation, *Parent Responsibility, Parent School Relationship, *Professional Services, Recordkeeping, *Records (Forms), Student Records
Identifiers-*Parent Materials

Intended for parents of handicapped children in Kentucky, the two booklets consider the relationship between parent and specialists and recordkeeping. The first booklet provides information on selecting a specialist, what various specialists do, what to expect in talking with specialists in education and related services, and understanding specialist reports. The bulk of the second booklet is made up of recommended record forms to help parents keep relevant information on the child's family, birth, development, and medical/educational history. Also noted are parental rights regarding school records. (DB)

ED 209 869

EC 140 386

Erekson, Thomas L. And Others

Accessibility to Laboratories and Equipment for the Physically Handicapped: A Handbook for Vocational Education Personnel.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.; Northern Illinois Univ., De Kalb. Coll. of Education.

Pub Date-Jan 81

Note-177p.

Pub Type- Guides - Non-Classroom (055) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Accessibility (for Disabled), Diabetes, Epilepsy, Hearing Impairments, *Physical Disabilities, Secondary Education, Student Evaluation, Teaching Methods, Visual Impairments, *Vocational Education

Identifiers-Illinois

Intended to assist Illinois educational personnel to provide vocational education services for students with physical disabilities, the handbook's eight sections focus on program and facility modification to accommodate physically disabled students in regular vocational education programs. Section I introduces the topic, provides an historical perspective, and describes the   Accessibility Decision Making'' model. Section II describes specific disabling conditions: hearing and vision disabilities, disabilities of the nervous system, musculoskeletal disabilities, other health disabilities, and multiple disabilities. Section III, on assessment of the physically disabled student, considers teacher made assessment instruments and assessment by interview and observation. The next three sections offer specific guidelines and diagrams for accessibility to school buildings, vocational labs, and equipment. Section VII provides suggested techniques for teaching physically disabled students with hearing disabilities, visual disabilities, orthopedic disabilities, and consciousness disabilities (usually epilepsy and diabetes). The final section provides a listing of resources including materials in print; organizations; equipment suppliers; Illinois agencies (concerned with vocational education, special education, and rehabilitative services); and funding sources. Also included is a booklet containing a condensed version of the Accessibility Standards developed by the Capital Development Board under Public Act 79-978,   Facilities for the Handicapped Act''. (DB)

ED 209 870 EC 140 387

Benefits for All: Resources for Developing the Parent-Educator Partnership.

Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-80
Contract-300-78-0023
Note-386p.; Colored pages in pamphlets may not reproduce well.
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-*Disabilities, Elementary Secondary Education, *Group Activities, Individualized Education Programs, Legislation, Parent Education, Parent School Relationship, *Parent Teacher Cooperation, *Program Development
Identifiers-Arkansas

The resource guide is intended to assist local Arkansas school districts to establish a program for improving the parent educator partnership in planning and implementing appropriate educational programs for handicapped students. The guide should be used in conjunction with a needs assessment of parents and educators to identify appropriate topics. Program planners would then refer to the section of the resource guide corresponding with the need and select appropriate activities from that section. The first section contains resources and suggested activities necessary for a public awareness campaign. Sections 2 through 5 provide information to topics such as laws affecting the handicapped, characteristics of handicapping conditions, preparation of parents and educators to function as a team, and development of the individualized education program. One major activity is provided in each section followed by several supplemental activities. The appendix contains such items as a parent educator dictionary, a parent involvement bibliography, a listing of organizations for parents of the handicapped, and a sample program planning form. Also contained are a booklet offering practical advice to parents on special education, several Arkansas brochures for parents, and a listing of Arkansas organizations for handicapped students. (DB)

ED 209 871 EC 140 388

Kampert, George J.
Resource Guide for Regular Teachers.
Flour Bluff Independent School District, Corpus Christi, Tex.
Pub Date-Jun 81
Note-24p.; Print is poor in parts. For related document, see EC 140 389.
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Board of Education Policy, Definitions, *Disabilities, Elementary Secondary Education, Individualized Education Programs, Referral, School Districts, Special Education, *Student Evaluation, *Student Placement, Student Rights, Suspension, Tests

Identifiers-Texas (Flour Bluff)

The resource guide for regular teachers provides policies and procedures of the Flour Bluff (Texas) school district regarding special education of handicapped students. Individual sections provide guidelines for the following areas: the referral process; individual assessment; participation on student evaluation and placement committee; special education placement; the individualized educational plan; special education programs and services (including direction, diagnostic, instructional, and related services); program and/or related service review; suspension from school; and dismissal from special education. Additional reference material includes brief descriptions of assessment tests arranged by area assessed, definitions of handicapping conditions, a statement on parent and handicapped students' rights, abbreviations for special education terms, and eligibility codes. (DB)

ED 209 872 EC 140 389

Kampert, George J.
Special Education Resource System.
Flour Bluff Independent School District, Corpus Christi, Tex.
Pub Date-Jun 81
Note-26p.; Print is poor in parts. For related document, see EC 140 388.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Board of Education Policy, *Disabilities, *Educational Media, Elementary Secondary Education, Guidelines, *Instructional Materials, *Learning Resources Centers, School Districts, Special Education
Identifiers-Texas (Flour Bluff)

The guide to the Special Education Resource System (SERS) of the Flour Bluff (Texas) school system contains policies and procedures regarding organization, services, and process of the system. Noted is the SERS purpose of providing information and access to appropriate instructional media and materials for special education personnel. Briefly considered are the annual SERS needs assessment and SERS organization (including responsibilities of the Director of Special Education or his representative, special education teachers, and SERS advisory groups). SERS services are itemized and include loan of instructional items, training activities, a centralized catalog system, an information retrieval program, information dissemination, and demonstration of instructional equipment and materials. Specific procedures concerned with such aspects as eligible users, ordering materials, loan of materials, purging, receipt of materials, and the information retrieval system are explained. Policy regarding access to other resources including textbooks for special education, materials for the visually handicapped, and technical assistance is summarized. A reference section includes suggested criteria for the selection of instructional materials, an Analysis of Instructional Material'' form and suggestions for its completion, a requisition form, a materials inventory sheet, and a subject code guide. (DB)

Greenlee, Mel

Specifying the Needs of a Bilingual'' Developmentally Disabled Population: Issues and Case Studies.

California State Univ., Los Angeles. National Dissemination and Assessment Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 81
Note-22p.; This paper is a shortened version of a presentation at the International Conference on Piagetian Theory and the Helping Professions (10th, Los Angeles, CA, February 3-4, 1980).
Available from-National Dissemination and Assessment Center, California State University, Los Angeles, CA 90032 ($2.00).
Journal Cit-Bilingual Education Paper Series; v4 n8 Mar 1981
Pub Type- Information Analyses (070) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingualism, Case Studies, Children, *Developmental Disabilities, *Language Acquisition, Literature Reviews, Spanish Speaking

Assessment and educational programing for linguistically different children who are also experiencing developmental disability is complicated by a number of controversial issues, including lack of developmental data on the course of bilingual language acquisition and the problem of differentiating between a language disorder and linguistic interference. A brief review of research on Spanish/English developmental bilingualism is provided, followed by illustrations of individual linguistic abilities in three bilingual children experiencing developmental problems. It is concluded that research does not support the notion of a linguistic delay due to child bilingualism. The three case studies of three boys (aged 4 1/2, 8, and 9 years) indicate that bilingual proficiency cannot be considered beyond the grasp of a developmentally disabled child. (Author/DB)

ED 209 874 EC 140 391

Raschke, Donna And Others

Performance Based Teacher Training It Really Works.

Pub Date-Feb 81

Note-61p.; Paper presented at the Meeting of the American Association of Colleges for Teacher Education (Detroit, MI, February 17-20, 1981). Best copy available.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Competency Based Teacher Education, *Disabilities, Higher Education, Program Descriptions, *Special Education Teachers, *Teaching Skills

Identifiers-*University of Northern Iowa

An operational, noncategorical, performance based teacher education program for the preparation of teachers of the handicapped at the Department of Special Education, University of Northern Iowa is described in the text of a panel presentation. Panel members address historical perspectives of the training program, key features of the program, supervision and evaluation of trainees, and perspectives of a school administrator. A major portion of the paper consists of the specific performance criteria for the four major components of the educational process (assessment procedures, programing designs, instructional strategies, and evaluation techniques). Also included are figures which compare the current performance based training program with traditional programs, list philosphical axioms of the program, and chart the sequence and staff organization of the program. (Author/DB)

ED 209 875 EC 140 392

Holowinsky, Ivan Z.
Current Mental Retardation Research in the Soviet Union.
Pub Date-Mar 81
Note-18p.; Paper presented at the Meeting of the EERA Convention (Philadelphia, PA, March, 1981).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Associative Learning, Emotional Development, Foreign Countries, Genetics, *Learning Processes, Literature Reviews, Memory, Mental Retardation, Metabolism, Neurology, Problem Solving, Research Methodology, *Severe Mental Retardation, Theories
Identifiers-*USSR

The paper consists of a review of 24 studies on mental retardation published in two Soviet journals between 1970 and 1980. An introductory section focuses on the theoretical framework for mental retardation research in the Soviet Union with a differentiation between oligophrenics (who have organic brain damage) and the intellectually backward (or mildly retarded). The studies are grouped as follows: those dealing with physical or neurological issues; genetic or metabolic aspects; memory, learning, and problem solving skills; and emotional/affective factors. It is noted that 10 of the studies are descriptive, nine experimental, and only five correlational. Findings which confirm experimental results in the United States include the following: a higher incidence of males than females among oligophrenic and seriously emotionally disturbed children, a higher percentage of oligophrenic mothers than fathers among children who are oligophrenic, and the presence of an associative clustering defect among oligophrenics. (DB)

ED 209 876 EC 140 393

Decker, Nan And Others

Readable English for Hearing-Impaired Students: Multi-Level Guidelines for Linguistically Controlled Reading Materials.

WGBH-TV, Boston, Mass. The Caption Center.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-80

Note-103p.

Available from-The Caption Center, WGBH-TV, 125 Western Ave., Boston, MA 02134 (6.95).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Captions, *Deafness, Editing, Guidelines, Material Development, *Readability, *Reading Materials, *Syntax, *Vocabulary

Identifiers-*Inference

Developed by the Multi-level Captioning Project, the manual provides guidelines for linguistically controlling reading materials for the deaf. An introduction describes the three proposed reading levels based on difficulty of vocabulary, syntax, and inference. Chapter 1, on vocabulary, considers word list sources, guidelines for controlling vocabulary, strategies for handling difficult vocabulary, and ways to define words in captioned materials. The second, and major chapter, by R. Wilbur is on syntax and includes the research basis for the syntax guidelines, approaches to language analysis, and the theoretical foundation of the guidelines. Most of the chapter consists of the specific guidelines concerned with such syntactical structures as determiners; demonstratives and adjectives; verbs and auxiliaries; prepositions, particles, and prepositional adverbs; negatives; questions; comparatives and superlatives; and relative clauses. A chart provides an overview of the syntactical guidelines for common relational words. The third chapter, by K. Wilson, is on inference and includes sections on the role of inference in language comprehension, categories of inference, an example of the use of inference, a perspective on the inferential process, deaf children's inferential abilities, and the guidelines for editing inferential material. The final chapter, by N. Decker, is on application of the guidelines and considers the editing and evaluation of news reports, basal readers and trade books, documents and instructions, and television scripts. (DB)

ED 209 877

EC 140 394

Project: TEACH. Handicapped Children's Early Education Program. Progress Final Report, July 1, 1979 to June 30, 1980.

Alaska Crippled Children & Adults, Fairbanks.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Jun 80
Grant-G007701249
Note-23p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Agency Cooperation, *Disabilities, *Handicap Identification, Infants, *Parent Education, *Program Evaluation, *Rural Education, Staff Development, State Programs, Young Children
Identifiers-*Alaska, *Project TEACH

The final report of project TEACH, a project to identify and serve handicapped infants and preschoolers in Alaska, presents the program accomplishments organized by specific objectives within five major goals. The five goals are as follows (sample accomplishments within parentheses): to stimulate infant learning to the fullest extent (25 of 27 enrolled children are currently receiving services); to improve the parenting skills of the parents of children enrolled in TEACH (most parents successfully taught most of the assigned skills to their children); to establish programs to serve children in isolated communities of Central Alaska (18 referrals were received from remote villages); to coordinate services to young handicapped children (evaluation staffings were attended by representatives of nine different community agencies or services); and to provide opportunities for professional development for TEACH staff (weekly interdisciplinary meetings of staff were held). Charts detail program accomplishments. It is noted that continuation funding from the state of Alaska has been procured. (DB)

ED 209 878 EC 140 395

Silver, Rawley A. And Others
Assessing and Developing Cognitive Skills in Handicapped Children Through Art. Final Report. 1979-1980.
New Rochelle Coll., N.Y.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Dec 80
Grant-NIE-G-79-0081
Note-55p.; Print is poor in parts.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Art Therapy, *Cognitive Development, *Concept Formation, Creativity, *Disabilities, Elementary Education, Program Effectiveness, Self Esteem, Test Validity
Identifiers-*Silver Test of Cognitive Creative Skills

The study evaluated the effect of art therapy on the development of basic academic concepts with 84 handicapped children (ages 7 to 11 years). The children were given the Silver Test of Cognitive and Creative Skills which uses drawing tasks to assess the child's understanding of the concept of a class or group of objects, the concept of space, and concepts of sequential order and conservation. Ss were also given tests of mental ability and reading and arithmetic achievement. Children received an art therapy program for approximately 40 minutes a week for 12 weeks. The program stressed the development of concepts of class, space, and order as well as creativity and self esteem. Results indicated that experimental Ss showed higher, though not significantly higher, gains in cognitive skills and achievement than did control Ss. Results suggested the validity of the Silver Test as a nonverbal measure of cognitive skills and the probable value of the art therapy program. Charts provide detailed analyses of findings. (DB)

ED 209 879 EC 140 396

Henfield, Paul And Others

A Career Education Program for Students with Physical Disabilities.

Human Resources Center, Albertson, N.Y.

Pub Date-81

Note-26p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Education, Career Exploration, Decision Making, Elementary Secondary Education, Locus of Control, *Physical Disabilities, Program Descriptions, Program Evaluation, Self Concept, Special Schools, Vocational Maturity, Work Experience

Identifiers-*Human Resources School NY

A model career education program for physically disabled students in grades K through 12 was designed, implemented, and evaluated at Human Resources School (HRS), a school for the physically disabled, in Albertson, New York. The major objectives of this program are to enhance development of students' self concept, decisionmaking ability, and career maturity. The elementary program consists of four components: teacher developed curriculum, speakers' bureau, simulted business and work experiences, and field trips. The secondary program focuses on preparing students to assume a more active role in exploring career interests through five sequential components: a career guidance course, prevocational evaluation, observation of Human Resources Center (HRC) employees, paid work experience with HRC, and paid work experience in private businesses, hospitals, government agencies, and schools. A pre/post and postdelayed testing schedule of HRS students was conducted using three standardized instruments, reflecting the three objectives of the program. Among results were that HRS high school students became significantly more internally controlled in the interval between pre- and posttesting, and that HRS students in grades 7 and 8 developed more positive self concepts and became more independent in making career related decisions though not as career mature as nondisabled students. (Author/DB)

ED 209 880 EC 140 397

Selznick, Harrie And Others
Model Exchange and Training Project.
Council of Administrators of Special Education, Inc.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, D.C.
Pub Date-81
Grant-G008001393
Note-71p.
Available from-Case Model Exchange Project, Indiana University, School of Education, Room 236, Bloomington, IN 47401 ($2.00).
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Demonstration Programs, *Disabilities, Elementary Secondary Education, Program Descriptions, *Special Education
Identifiers-Illinois, Minnesota, Missouri, Ohio, Wisconsin

The report provides descriptions of 65 projects in the states of Illinois, Minnesota, Missouri, Ohio, and Wisconsin which were identified by a peer nomination process as representing unique and exemplary practices in special education. The one page description of each project includes program title; information on population served; a one paragraph description; program materials available; funding information; and name, address, and phone number of a contact person. (DB)

ED 209 881 EC 140 398

Gerra, Linda Lanting

Programming for Blind-Multihandicapped Adolescents with Severe Behavior Disorders.

Pub Date-Apr 81

Note-17p.; Paper presented at the Annual Internatiional Convention of The Council for Exceptional Children (59th, New York, NY, April 12-17, 1981, Session F-81).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Modification, *Behavior Problems, Blindness, Case Studies, *Multiple Disabilities, Program Descriptions, *Severe Disabilities

Identifiers-New York Institute Education Blind

The paper reports on a program to change behaviors of six blind multihandicapped adolescents with severe behavior disorders at the New York Institute for the Education of the Blind. Examples are drawn of the program's effects on a 17 year old male, Joe. Program principles include reduction of stressful situations for the students, expansion of receptive and expressive communication skills, and a 1 to 1 staffing ratio. Target behaviors were identified and a behavior plan developed for each student. Implementation of the program for 3 months has led to reduction in frequency and severity of Joe's tantrums. Appended are sample forms used for charting behaviors, suggested guidelines for developing a behavior plan, and a treatment plan for dealing with Joe's tantrums. (DB)

ED 209 882 EC 140 399

Madden, Nancy A. Slavin, Robert E.

Effects of Cooperative Learning on the Social Acceptance of Mainstreamed Academically Handicapped Students.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools

Spons Agency-Bureau of Education for the Handicapped (ED), Washington, D.C.

Pub Date- 81
Grant G008001494
Note-27p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cooperation, Elementary Education, Intermediate Grades, *Interpersonal Relationship, *Learning Disabilities, *Mild Mental Retardation, *Peer Acceptance

The study investigated the effects of a cooperative intervention designed to allow 40 academically handicapped (learning disabled or mildly retarded) and normal progress students (in third, fourth, and sixth grades) to work cooperatively on academic materials in improving social relationships between these groups of students. In the cooperative treatment, students studied mathematics in heterogeneous teams that were rewarded as a group for improvements in the performance of the individual members. This treatment was compared to a control treatment in which students worked individually on their mathematics work and were rewarded as individuals for improvement in performance. Results indicated that the cooperative techniques improved social acceptance, in that rejection of academically handicapped students was decreased, but friendships were not increased. Gains in academic achievement and self esteem were found for the combined sample of students in the cooperative learning treatment. (Author/DB)

ED 209 883 EC 140 400

Humm, Andrew J. Pickett, Anna Lou
The Employment of Paraprofessionals in Special Education.
City Univ. of New York, N.Y. Center for Advanced Study in Education.
Spons Agency-Office of Special Education (ED), Washington, D.C.
Pub Date- 81
Grant-02-G007901330
Note-48p.; Print is small in parts.
Available from-Center for Advanced Study in Education, Graduate School and University Center, City University of New York, 33 W. 42nd St., New York, NY 10036.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Certification, *Disabilities, Elementary Secondary Education, *Occupational Information, *Paraprofessional School Personnel, *Salaries, *Special Education

Three issues (job descriptions, salary schedules, and credentials) in the employment of paraprofessionals in special education and other educational programs for the handicapped are examined in the report. A sampling of a variety of paraprofessional job descriptions leads to the strong recommendation that detailed job descriptions be provided paraprofessionals. Sample job descriptions and seven guidelines for their development are given. A review of salary schedules indicates a wide range with increases tied to seniority, education, and competencies. Eight questions to consider when developing a salary schedule are offered. Issues of certification considered include the difficulty of developing a model certification standard. Approaches to certification of paraprofessionals implemented by Louisiana, Texas, Kansas, and Vermont are described. Fifteen issues (such as the choice between state or local standards) are identified as important in the decision making process. Sample certification standards of Kansas, Wisconsin, Vermont, and Louisiana are appended. (DB)

ED 209 884 EC 140 601

Crosby, Jeanie W. Massey, Sara R.
Special Education in New Hampshire: A Five Year Perspective.
New England Inst. of Education, Scarborough, Maine.
Spons Agency-New Hampshire State Dept. of Education, Concord.
Pub Date-Aug 81
Note-26p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Compliance (Legal), *Delivery Systems, *Disabilities,
Elementary Secondary Education, *Program Development
Identifiers-Education for All Handicapped Children Act, *New Hampshire

The report describes results of a project to review the implementation of various laws, regulations, procedures, and programs for handicapped students which have evolved during the last 5 years in New Hampshire. Accomplishments since passage of P.L. 94-142 (the Education for All Handicapped Children Act) include development of a 5 year plan for serving educationally handicapped students for each local school district and an emerging awareness of the complexity and the interrelatedness of agencies, services, laws, and funding serving handicapped students. Suggestions are offered regarding four objectives related to delivery of programs and services: obtaining an equitable distribution of quality services and programs across the state; assuring that the programs and services are resulting in increased student progress at a level sufficient for the effort expended; insuring a more cost effective delivery of programs and services; and redefining the roles of the state and the special education section in a consolidation effort. Recommendations offered include stablization of programs and funding for 2 years; redefinition of the state and special education's leadership, authority, and responsibilities; and initiation of an evaluative study of student progress and program input. Appended is a summary of the report along with a discussion guide. (SB)

ED 209 885 EC 140 602

Tarver, Sara G.

Characteristics of Learning Disabilities: A Selective Review.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-WRDCIS-WP-296

Pub Date-Aug 81

Grant-OB-NIE-G-80-0117

Note-22p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attention, Cognitive Development, Elementary Secondary Education, *Individual Characteristics, Intelligence, Interpersonal Competence, Language Acquisition, *Learning Disabilities, Peer Relationship, Verbal Development

Based on an empirical study of over 3,000 learning disabled children and on a review of research, the paper outlines intellectual, attention and verbal mediation, social-affective, and oral and written characteristics of learning disabled students. Among the findings reported are the following: the median educational retardation is one grade below the mental age reading grade expectancy; there may be a characteristic Wechsler Intelligence Scale for Children-Revised profile for the learning disabled group, but few individual learning disabled children actually conform to this pattern; children identified as learning disabled generally demonstrate a 2 or 3 year developmental lag in the ability to attend selectively; learning disabled children are less socially accepted and more unpopular than their peers; and learning disabled children are more deficient in nonmeaningful than meaningful aspects of language. (SB)

ED 209 886 EC 140 603

Cowart, Jim

Teacher-Made Adapted Devices for Archery, Badminton, and Table Tennis.

American Alliance for Health, Physical Education, and Recreation,
Washington, D.C. Information and Research Utilization Center.
Pub Date-May 78
Note-17p.
Available from-AAHPERD, 1900 Association Dr., Reston, VA 22091 ($2.00).
Journal Cit-Practical Pointers; v1 n13 May 1978
Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adapted Physical Education, Archery, *Disabilities,
Elementary Secondary Education, *Teacher Developed Materials
Identifiers-Badminton, Table Tennis

The newsletter offers guidelines for adapting physical education classes to meet the needs of handicapped students. Adaptations should be within a student's ability range, allow a student to participate within guidelines established by his/her physician, allow a student to participate in the development of an adaptation and be positive toward its use, be constructed safely, and be made in activities appropriate to the student's age and interests. Specific teacher made adaptations are described and illustrated for archery, badminton, and table tennis. (SB)

ED 209 887

EC 140 604

Crawford, Michael E. Mendell, Ron

Recreational Programing Hierarchy with Severely and Profoundly Retarded Populations.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. Information and Research Utilization Center.
Pub Date-Oct 78
Note-15p.
Available from-AAHPERD, 1900 Association Dr., Reston, VA 22091 ($2.00).
Journal Cit-Practical Pointers; v2 n3 Oct 1978
Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Behavior Modification, Contingency Management, Program Development, *Recreational Programs, *Severe Mental Retardation, *Therapy

The newsletter describes the development of a therapeutic recreation program for the severely and profoundly retarded using a recreational programing hierarchy approach. Sections address the following areas: identifying the habits and habit systems of the retarded individual as they relate to the interactional process of the family system, understanding behaviors of severely and profoundly retarded persons, applying appropriate behavioral systems of control, using a sensory integrative approach, programing for specific skill development, applying behavior therapy learning principles, identifying target behaviors, identifying reinforcers, implementing daily programing and therapy, and establishing a teaching strategy for individual skill development sessions. (SB)

ED 209 888 EC 140 605

Grosse, Susan J.

Organizing Playdays and Large Group Activities.

American Alliance for Health, Physical Education, and Recreation,
Washington, D.C. Information and Research Utilization Center.

Pub Date-Oct 78
Note-16p.
Available from-AAHPERD, 1900 Association Dr., Reston, VA 22091 ($2.00).
Journal Cit-Practical Pointers; v2 n4 Oct 1978
Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Disabilities, Elementary Secondary Education, *Group Activities, *Play, Program Development, Program Implementation, Recreational Activities

The newsletter offers guidelines for conducting playdays or large group activities for handicapped students. Among the factors to consider when planning activities are total number participating, levels of physical and mental abilities, age span, sex, and assistance needs.

Activities should meet the needs and interest of the students, include a game or sport with which students are already familiar, include new programs students like to try themselves or see others perform, not include sports or activities teachers considered inappropriate for their groups, and match ability levels represented in groups. Other considerations involve staffing, facilities and equipment, refreshments, transportation, lead up and followup, scheduling, onsite preparation, publicity, cohesiveness, first aid, and financing. Appended are sample schedules. (SB)

ED 209 889 EC 140 606

Nazzaro, Jean N., Ed.
Computer Connections for Gifted Children and Youth.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No.-ISBN-0-86586-119-6
Pub Date-81
Grant-400-76-0119
Note-87p.
Available from-ERIC Clearinghouse on Handicapped and Gifted Children, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($1.00).
Pub Type- Collected Works - General (020) - Reports - Descriptive (141) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Computer Assisted Instruction, *Computers, Elementary Secondary Education, *Gifted, *Microcomputers, Program Descriptions, Programing, *Talent

Written by computer specialists, teachers, parents, and students, the 23 articles emphasize the role computers play in the development of thinking, problem solving, and creativity in gifted and talented students. Articles have the following titles and authors: Computers and Computer Cultures'' (S. Papert); Classroom Computers Beyond the 3 R's'' (F. Bell); Reflections of a Computer Language Nut'' (S. Bloch); It Started with Games'' (C. Karnes); Two Programs from a Young Eighth Grader'' (S. Bahcall, H. Nelson); Teaching Parents About Using Microcomputers'' (T. Dwyer, M. Critchfield); Children and Home Computers Some Observations on the First Generation'' (B. Banet); An Apple a Day Keeps a Kid Occupied'' (R. Buszta); Microcomputers for Gifted Microtots'' (A. Doorly); Kids and Computers The Future Is Today'' (S. Larsen); Micros 'GOTO' School'' (D. Piele); The Hampton City Schools Computer Program'' (N. Harkavy); The Paducah Tilghman High School for Gifted Students'' (S. Davis, P. Frothingham); Computers...Are All Dinosaurs Dead?'' (D. Glover); The Talcott Mountain Science Center'' (D. Barstow); Computeronics A Course in Computer Literacy'' (P. Bird); Bringing Microcomputers into Schools'' (G. Ropes, H. Gaylord); Statewide Educational Computer Systems The Many Considerations'' (K. Hausmann); Van Helps Schools Select the Right Computer'' (B. Staples); Some Thoughts on Computers and Greatness in Teaching'' (T. Dwyer); The Hacker Papers;'' and Educational Software'' (D. Lubar). Lists of printed materials, vendors and manufacturers, and resources on using microcomputers in schools and classrooms conclude the document. (SB)

ED 209 890 EC 140 607

Wilson, Barry And Others
The Evaluation of Transition Programs: A Quantitative and Quasi-qualitative Look.
Pub Date-81
Note-41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Behavior Patterns, Case Studies, *Intervention, Kindergarten, Parent Attitudes, Primary Education, Program Effectiveness, Student Characteristics, Student Evaluation
Identifiers-*At Risk (for Handicap), *Transition Programs

The study involving 43 kindergarten students was designed to describe some of the behavioral and academic characteristics of transition students (students with potential learning difficulties), examine whether or not the program philosophies and goals influence the effectiveness of the program for individual students with different characteristics, evaluate the behavioral and academic progress of students in transition classrooms, and determine how parents of these students view and understand the program. Data were collected using the Pupil Rating Scale (PRS), which measures behavioral characteristics in auditory comprehension, spoken language, orientation, motor coordination, and personal-social behavior; the Clymer-Barrett Prereading Battery (C-B), which assesses visual discrimination, auditory discrimination, and visual motor skills; and a parent questionnaire. Among findings were that referring kindergarten teachers rated students lower than either of the transition teachers on all three scales, parents' reactions to the program were generally positive, and significant progress was made as indicated by PRS ratings and C-B scores. Four illustrative case studies offer achievement data, teacher ratings and perceptions of the child, and the investigator's observations of classroom behavior. (SB)

ED 209 891 EC 140 611

Areson, Ann H. White, Karl R.

Priority Needs of Entering NTID Students.
National Technical Inst. for the Deaf, Rochester, N. Y.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Report No.-NTID-PS-5
Pub Date-Feb 77
Note-25p.; For related documents, see EC 140 612-630.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Development, College Students, *Deafness, Higher Education, *Institutes (Training Programs), Models, *Student Needs
Identifiers-*National Technical Institute for the Deaf

The paper reports conclusions of a study group established to develop a Career Development Model for National Institute for the Deaf (NTID) students. An executive summary gives an overview of the group's most important conclusions, including that all students should have at least one good receptive language skill. Listed among the skills needed by students to begin their major program are mathematical competency, English language competency, ability to make career decisions, and receptive skills. Findings related to the career development of students include: personal/social skills should not be used as criteria for entry into the program; there are few programs which actually have formal prerequisites or entry requirements; and there is little reliance on test scores in terms of deciding which students can begin their major coursework. There was broad support for some type of preparatory program which would allow students more time and more data on which to base a career decision; allow for more interaction with students and more thorough assessment of students' abilities by faculty and staff; and allow time for appropriate skill building in the areas of information reception, math, English, and career decisionmaking. Appended is a summary of results from structured interviews with 36 members of the NTID professional staff. (SB)

ED 209 892 EC 140 612

Osguthorpe, Russell T. Bishop, Milo E.
Facilitating Change Through a Simplified R and D Process.
National Technical Inst. for the Deaf, Rochester, N. Y.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Report No.-NTID-PS-6
Pub Date-Mar 77
Note-20p.; For related documents, see EC 140 611-630.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change Strategies, College Students, *Deafness, Higher Education, Peer Teaching, *Research Utilization

Identifiers-*National Technical Institute for the Deaf

The paper suggests the application of a research and development (R and D) process in an ongoing project at the National Technical Institute for the Deaf. Four phases/stages of the process are discussed: research, development, implementation, and maintenance. It is pointed out that the objective of the project has been to train normal hearing peers to tutor and take notes for deaf college students enrolled in regular college classes. Results of the tutoring/notetaking project are seen to suggest that the four phase process can enhance the probability of bringing about innovation through R and D efforts. Stressed is the importance of increasing user'' involvement within each stage of the process. (SB)

ED 209 893 EC 140 613

Kersting, James And Others

A Longitudinal Study of Career Maturity Attitudes in a Deaf Population.

National Technical Inst. for the Deaf, Rochester, N. Y.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Report No.-NTID-PS-15
Pub Date-Aug 77
Note-23p.; For related documents, see EC 140 611-630.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students, *Deafness, Higher Education, *Student Attitudes, Tests, *Test Validity, *Vocational Maturity
Identifiers-*Career Maturity Inventory (Crites), *National Technical Institute for the Deaf

The study involving 149 National Technical Institute for the Deaf summer orientation program students evaluated the use of the Career Maturity Inventory-Attitude Scale (CMI) with a deaf college student population. The original form of the test and an adapted version were used with two groups of students who were tested three times during a 2 1/2 year period. Results showed that the adapted version of the CMI is more feasible than the original form for use with a deaf population. A high correlation was found between language ability and mature career attitudes. A finding not anticipated was that students in the upper quartile changed their college majors more often than students in the lower quartile. Implications for the use of the instrument are discussed. (SB)

ED 209 894 EC 140 614

Streim, Nancy W. Osguthorpe, Russell T.
Training Student Leaders at NTID.
National Technical Inst. for the Deaf, Rochester, N. Y.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Report No.-NTID-PS-20
Pub Date-Dec 77
Note-11p.; For related documents, see EC 140 611-630.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students, *Deafness, Higher Education, *Institutes (Training Programs), *Leadership Training, Models
Identifiers-*National Technical Institute for the Deaf

The paper describes how the components of the National Technical Institute for the Deaf program contributes to the personal growth of student leaders. Sections individually address the establishment of a student/advisor relationship; the leadership manuals (which offer principles and examples of relevant skills pertaining to planning, implementation, and evaluation); and the leadership retreat. (SB)

ED 209 895 EC 140 615

Osguthorpe, Russell T. And Others

The Effects of Reviewing Class Notes for Deaf and Hearing Students.

National Technical Inst. for the Deaf, Rochester, N. Y.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Report No.-NTID-PS-22

Pub Date-Apr 78

Note-22p.; For related documents, see EC 140 611-630.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students, *Concept Formation, *Deafness, Higher Education, Memory, *Problem Solving, *Recall (Psychology), *Recognition (Psychology), *Review (Reexamination), Study Skills

Fifty-three deaf and thirty-three hearing college students observed a videotaped lecture followed by a 15 minute period of reviewing prepared class notes. Two days later, half of each group again reviewed the notes before taking a test measuring learning outcomes in four areas: recall, recognition, concept acquisition, and problem solving. Multivariate analysis of variance showed that repeated review was much more helpful to deaf students than to hearing students on the recall and recognition measures but not on the higher level learning outcomes. It was further shown that hearing students outperformed deaf students on each of the four dependent measures. (Author)

ED 209 896 EC 140 616

Long, Gary And Others

The Development of a Cognitive Process Based Learning Strategies Questionnaire.
National Technical Inst. for the Deaf, Rochester, N. Y.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Report No.-NTID-PS-23
Pub Date-Apr 78
Note-58p.; For related documents, see EC 140 611-630.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-College Students, *Deafness, Higher Education, *Learning Processes, *Questionnaires, Reading Materials, Study Skills, *Test Construction
Identifiers-*Learning Strategies, National Technical Institute for the Deaf

The study involving 112 deaf undergraduate students at the National Technical Institute for the Deaf (NTID) was designed to review recent educational and psychological literature relating to learning strategy knowledge and use, to determine which cognitive strategies might be most effective for learners, and to pilot a questionnaire for assessing strategy use among deaf students. Through the review of educational and psychological literature, four areas (imagery, questioning, paraphrasing, and understanding concept relationships) were identified as areas in which training students processing strategies may benefit comprehension and retention. By developing sets of items, administering them to NTID students, and facotr analyzing responses, nine scales were identified that measure student's strategies for processing instructional material. The nine Learning Strategy Questionnaire scales are: Study Flexibility, Imagery, Application, Creative Elaboration, Relationships, Understanding, Sign Language and Reinforcement, Ease of Studying, and Selection/Retention. Tables with statistical data are appended. (Author/SB)

ED 209 897 EC 140 617

Garrison, Wayne M. And Others

Deafness and Self-Disclosure: Some Problems in Interpreting Self-Concept Measures.

National Technical Inst. for the Deaf, Rochester, N. Y.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Report No.-NTID-PS-24
Pub Date-Apr 78
Note-64p.; Small, compressed print in tables may not reproduce well. For related documents, see EC 140 611-630.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-College Students, *Deafness, Higher Education, *Psychological Testing, *Self Concept, *Test Validity
Identifiers-*Tennessee Self Concept Scale

The Tennessee Self Concept Scale (TSCS) was administered to 109 students newly enrolled at the National Technical Institute for the Deaf. Consistent with earlier reserch literature, test results indicated that the deaf students had lower levels of self esteem than did the normative hearing population. Subsequent interviews with 30 members of the study sample revealed, however, that many of the deaf students had interpreted the test stimuli peculiarly, thus affecting their scores on the TSCS in a negative manner. It was suggested that questionnaire type measures of affective variables (or psychological well being) which fail to take into consideration the linguistic and experiential deficits of the deaf respondent may create false impressions of psychological maladjustment. A sample copy of the TSCS is appended. (Author/SB)

ED 209 898 EC 140 618

Long, Gary And Others

Networking: A Semantic-Based Learning Strategy for Improving Prose and Comprehension.

National Technical Inst. for the Deaf, Rochester, N. Y.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Report No.-NTID-PS-26

Pub Date-78

Note-50p.; For related documents, see EC 140 611-630.

Pub Type- Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Students, *Deafness, Higher Education, Institutes (Training Programs), Language Processing, *Learning Processes, *Reading Comprehension, *Retention (Psychology), *Study Skills

Identifiers-*Learning Strategies, National Technical Institute for the Deaf

The paper focuses on networking, a process of identifying and understanding the relationships among concepts in prose passage, as a learning strategy for deaf college students. It is explained that students using the technique perform three basic overlapping processes, one of which, identification and understanding of concept relationships, is the subject of a literature review. Reported are findings of evaluations conducted during three networking training sessions involving 56 students from the National Technical Institute for the Deaf (NTID). During each session, NTID students were trained on the networking procedure and then asked to study prose passages and use their new study strategy. Findings using the relatively short (500 word) passages in sessions I and II suggested that networking has a greater impact on long term retention of prose than on immediate test performance and that networking has more of an impact when students write out their networks than when they network material in their head. There were mixed results regarding the performance on the longer (1,000 word) articles of session III. Appended is information on definition, example characteristics, result, and compare/contrast relationships. (SB)

ED 209 899 EC 140 619

Garrison, Wayne M. Tesch, Stephanie
Self-Concept and Deafness: A Review of Research Literature.
National Technical Inst. for the Deaf, Rochester, N. Y.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Report No.-NTID-PS-27
Pub Date- 78
Note-25p.; For related documents, see EC 140 611-630.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adjustment (to Environment), *Deafness, Literature Reviews, *Psychological Testing, *Research Methodology, Research Problems, *Self Concept, Test Bias

The paper reviews some of the research literature relating to self concept and deafness. In summarizing the relevant research, attention was given to the types of questions to which researchers have sought answers, the theoretical orientations which have guided investigations, and the kinds of methodological problems which have characterized research in this field. It was noted that the severest limitation in research with the deaf rested with the inappropriateness of testing devices, a situation not uncommon to research on personality attributes of other groups of persons. Moreover, the need to investigate self concept from a developmental perspective was viewed as central to the task of better understanding the life adjustment of the deaf individual. (Author)

ED 209 900 EC 140 620

Parasnis, Ila Long, Gary L.

Relationships among Spatial Skills, Communication Skills and Field Dependence in Deaf Students.

National Technical Inst. for the Deaf, Rochester, N. Y.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Report No.-NTID-PS-28

Pub Date-Aug 78

Note-35p.; For related documents, see EC 140 611-630.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Students, *Communication Skills, *Deafness, Higher Education, *Sex Differences, *Spatial Ability

Identifiers-*Field Dependence

The hypotheses that deaf students would be more field dependent than hearing students and that their competence in communication skills would be related to field dependence were supported for a group of 77 male and 67 female deaf students at the National Technical Institute for the Deaf. Stepwise multiple regression analyses of the data showed that for females, spatial skills followed by communication skills were signficant predictors of field dependence; for males, spatial skills followed by the extent of hearing loss were significant predictors of field dependence. Sex differences found on tests of field dependence and spatial relations were consistent with those obtained from the hearing population. Results supported the notion that socialization experiences and competence in communication skills may influence development of field dependence in deaf students. (Author)

ED 209 90[illegible] EC 140 621

Emerton, R. Greg And Others
Perceptions of Student Social Performance.
National Technical Inst. for the Deaf, Rochester, N. Y.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Report No.-NTID-PS-29
Pub Date-Nov 78
Note-36p.; For related documents, see EC 140 611-630.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attitudes, College Students, *Deafness, Higher Education, *Interpersonal Competence, *Self Concept, Student Evaluation
Identifiers-Social Performance Indicator

The study involving 27 students entering the 1977 National Technical Institute for the Deaf orientation program examined and compared perceptions of student social performance as viewed by resident advisors, counselors, and the students themselves. Social Performance Indicator protocols were obtained for Ss. Results indicated high evaluations of student social behavior. A common concern for student self identity was also indicated by all three groups. Figures and tabls with statistical data are included, and a sample copy of the Social Performance Indicator and a list of results are appended. (Author/SB)

ED 209 902 EC 140 622

McKee, Barbara G. Dowaliby, Fred J.

The Dimensions Used by Hearing Impaired Students to Make Judgements of Instructors and Courses: A Factor Analytic Study.

National Technical Inst. for the Deaf, Rochester, N. Y.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Report No.-NTID-PS-33
Pub Date-Mar 80
Note-25p.; For related documents, see EC 140 611-630.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students, *Course Evaluation, *Deafness, Higher Education, *Student Attitudes, *Teacher Evaluation

The study involving 385 students enrolled in the National Institute for the Deaf investigated the dimensions used by hearing impaired students to make judgments about their instructors and whether these underlying dimensions are similar to those reported for hearing students. Data from a large scale field test of a student rating of instruction form were factor analyzed. The underlying dimensions of the instrument were identified, labeled, and then compared to the dimensions frequently reported in the literature on student rating of instruction. Results indicated a strong similarity between the dimensions used by hearing impaired students and their hearing counterparts in making judgments about instructors and courses. Tables with statistical data are appended. (Author/SB)

ED 209 903 EC 140 623

Stinson, Michael

Relations between Word Meanings and Identification of Words in Spoken Sentences by Hearing-Impaired Children.

National Technical Inst. for the Deaf, Rochester, N. Y.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Report No.-NTID-PS-34

Pub Date-Aug 80

Note-25p.; For related documents, see EC 140 611-630.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Context Clues, Elementary Education, *Hearing Impairments, *Listening Skills, *Word Recognition

Two experiments involving 44 normal hearing and 26 hearing impaired children (7 to 12 years old) investigated children's use of sentence context to identify words in sentences that are not clearly intelligible. In Experiment 1, Ss read incomplete sentences and chose which of two word pictures best completed the sentence. From these responses, 12 sentences were identified (eight sentences in which rhyming test words were predictable from the context and four in which one word from the test word pair was not predictable). In Experiment 2, twenty-one of the same hearing impaired children, who met strict speech discrimination training criteria, heard variations of the 12 sentences over headsets in which the relationship between a context word and one of a rhyming test word pair was either reasonable, unreasonable, or neutral. After each sentence, the child decided whether he had heard the test word or its alternative which differed in either the initial or final consonant. Significantly more correct identifications were made on the reasonable and neutral sentences than on the unresonable ones. Average means were 81% on the reasonable sentence, 64% on the neutral ones, and 34% on the unreasonable ones. (Author)

ED 209 904 EC 140 624

Lutz, John E.

Career Development Theory: An Interactive Adjustment Model for Career Education.

National Technical Inst. for the Deaf, Rochester, N. Y.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Report No.-NTID-PS-36

Pub Date-Oct 80

Note-38p.; For related documents, see EC 140 611-630.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Development, Career Education, *Deafness, Literature Reviews, *Models, *Research Needs, *Theories

The paper looks at the value and need for theory, specifically as it relates to career development/career education for the deaf. A review of the literature provides an overview of major theoretical ideas regarding career development. An interactive adjustment model is described which incorporates four parameters: personal characteristics, environmental interactions, learning activities, and social experiences. The career development model is outlined in terms of corresponding postulates, deductions, and definitions. Several research hypotheses related to career development of the deaf are offered. Tables and figures illustrating the model conclude the paper. (SB)

ED 209 905 EC 140 625

Garrison, Wayne M. Coggiola, Deborah C.
Time Limits in Standardized Testing: Effects on Ability Estimation.
National Technical Inst. for the Deaf, Rochester, N. Y.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Report No.-NTID-PS-37
Pub Date-Sep 80
Note-17p.; For related documents, see EC 140 611-630.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Aptitude Tests, College Students, *Deafness, Higher Education, *Standardized Tests, Student Evaluation, *Timed Tests
Identifiers-*Differential Aptitude Test

The study involving 614 hearing impaired students investigated the adequacy of time limits currently followed in the administration of two subtests of the Differential Aptitude Test battery when used with young deaf students. Thirty-six students who did not complete the Space Relations portion of the battery under the timed condition, and 11 who did not complete the Abstract Reasoning subtest within the time allowed were instructed to complete the test on a separate answer sheet. Examinees' initial and revised measurements were compared for statistical equivalence in terms of the standard error of measurement computed from independent sample data. No evidence was adduced to indicate that deaf examinees would profit from an extention of testing time. (Author)

ED 209 906 EC 140 626

Garrison, Wayne M. Coggiola, Deborah C.

Practical Procedures for Test Length Reduction and Item Selection.

National Technical Inst. for the Deaf, Rochester, N. Y.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Report No.-NTID-PS-38

Pub Date-Sep 80

Note-20p.; For related documents, see EC 140 611-630.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Abstract Reasoning, *Cognitive Tests, College Students, *Deafness, Higher Education, Mathematics, Postsecondary Education, Reading Tests, Spatial Ability, *Student Evaluation, *Test Construction, Test Reliability, Test Validity

The study involving approximately 300 deaf students entering the National Technical Institute for the Deaf was designed to determine the extent to which four cognitive measures could be reduced in overall length without serious threat of information loss. The measures investigated were the California Reading Comprehension Test, the Mathematical Skills Program, the Abstract Reasoning Test, and the Space Relations Test. In all instances, the correlation between reduced and full length tests is very high and positive, indicating that control over the distribution of the difficulty indices associated with the items in a test produces efficient tests requiring substantially fewer stimuli than those included in the original design sets. Moreover, the effects of test stimuli reduction on recomputations of the reliability estimate for each test reveals negligible decreases. In summary, the findings showed that the number of test stimuli comprising the four instruments studied could be reduced by an average of 54%. (SB)

ED 209 907 EC 140 627

Dowaliby, Fred J. Pagano, Jo Anne

Locus of Control: Review and Implications for Instruction of the Hearing-Impaired.

National Technical Inst. for the Deaf, Rochester, N. Y.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Report No.-NTID-PS-39

Pub Date-Jan 81

Note-51p.; For related documents, see EC 140 611-630.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Achievement, *Hearing Impairments, Literature Reviews, *Locus of Control, Psychological Characteristics

The authors review research on locus of control (LOC), particularly as it pertains to the instruction of hearing impaired students. According to social learning theory, the LOC construct is explained to theorize that two distinctly different types of persons may be identified ''internals'' who assume responsibility for their activities and externals'' who are likely to ascribe the consequences of their behavior to forces outside their influence. Studies addressing specific research questions are organized under seven categories dimensionality, correlates, instruction, deafness, disabilities, changeability, and ammendments and contributions of attribution theory. Among the findings noted are the following: when we account for situational and affective features contributing to a person's LOC, a pipolar, unidimensional construct with internality'' and externality'' comprising the extremes emerges; hearing impaired learners are relatively external in their LOC orientation as compared with hearing counterparts; specific experiences of short duration can produce predictable shifts in control orientation in either direction along the LOC continuum; and externality is related to poorer achievement and less effective study habits and attitudes. Appended is a paper by J. Porter titled The Foundation Series An Internal Review of the Dowaliby and Pegano Paper.'' (SB)

ED 209 908 EC 140 628

Stinson, Michael And Others
Recall of Different Segments of an Interpreted Lecture by Deaf Students.
National Technical Inst. for the Deaf, Rochester, N. Y.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Report No.-NTID-PS-41
Pub Date-Mar 81
Note-23p.; For related documents, see EC 140 611-630.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Students, *Deafness, Higher Education, *Lecture Method, *Memory, *Recall (Psychology), *Time Factors (Learning), Written Language

Two experiments involving 36 deaf college students investigated the amounts of information remembered by students from the different quarters of a lecture and the effect of printed vs. interpreted presentation of lecture material. In the first experiment, 20 deaf college students received an interpreted, videotaped presentation of one lecture and a printed presentation of a second lecture. In Experiment 2, sixteen deaf students received one interpreted presentation and, then, a second interpreted presentation on a different topic. In both experiments, students wrote down the information they remembered immediately after each presentation. Recall protocols were scored for the distribution of ideas recalled from each quarter of the lecture. The principal findings were that students recalled: more information from the first two quarters than from the second two; more information from a printed than an interpreted presentaton; and more information from a second interpreted presentation than from a previous interpreted one. Implications are drawn for providing educational support to mainstreamed deaf students. (Author/SB)

ED 209 909 EC 140 629

Burke, Nancy E. And Others

A Film Evaluation Checklist to Describe Instructionally Relevant Film Characteristics: A Rater Reliability Study.

National Technical Inst. for the Deaf, Rochester, N. Y.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Report No.-NTID-PS-42

Pub Date-Jan 81

Note-74p.; For related documents, see EC 140 611-630.

Pub Type- Tests/Questionnaires (160) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Check Lists, *Deafness, *Instructional Films, *Media Selection

Identifiers-*Film Evaluation Checklist

A Film Evaluation Checklist, developed at the National Technical Institute for the Deaf, describes instructionally relevant film characteristics. The instrument is organized in terms of structural characteristics of the medium, modes of concept emphasis using film techniques, and organization of instructional material. Raters independently rated three captioned films repeated at three weekly sessions. Interrater agreements exceeding 70% were reached for each single viewing. It was concluded that films may be reliably and accurately rated after a single viewing. The Film Evaluation Checklist should be useful for selecting films for instructional use or identifying films with certain instructionally relevant characteristics. Appendixes include a brief history of the Visual Media Research Project, a list of project consultants and reviewers, a copy of the Film Evaluation Checklist, a copy of the Master Criterion Rating Checklist, a description of films and criterion ratings assigned to films, a rater's guide to the Film Evaluation Checklist, an outline for film rater training, tables with statistical data, and a copy of the Revised Film Evaluation Checklist. (Author/SB)

ED 209 910 EC 140 630

Saur, Rosemary E. And Others
Naturalistic Research on Mainstreaming at the National Technical Institute for the Deaf.
National Technical Inst. for the Deaf, Rochester, N. Y.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Report No.-NTID-PS-43
Pub Date- 81
Note-59p.; For related documents, see EC 140 611-629.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Classroom Observation Techniques, *College Students, *Deafness, Higher Education, *Mainstreaming, *Research Methodology, Student Adjustment

A study of National Technical Institute for the Deaf students who are cross registered into the other colleges of the Rochester Institute of Technology was part of an ongoing research project on mainstreaming. The initial study addressed three issues: the best methodology to employ, the research hypotheses which might be generated from the data collected, and the possibility for researchers and instructors to cooperate for mutual benefit. Observations were conducted during the regular summer quarter in Social Work classes. Classroom observation was supplemented by formal and informal interviewing for data collection. Findings of the study yielded the following conclusions: it is advantageous to use a number of information sources for naturalistic research; a combination of qualitative and quantitative techniques, of observation and interviewing, and incorporating both the view of the insider and the outsider, are all important for a valid picture of the classroom; instructors are chiefly responsible for the active participation of hearing impaired students in the activities of the class; and it is possible for researchers and instructors to cooperate for classroom research to the benefit of both. (Author/SB)

ED 209 911 FL 012 608

Corder, S. P., Ed. Roulet, E., Ed.

Linguistic Insights in Applied Linguistics. Collection d'''Etudes linguistiques,'' No. 14. Papers from the Neuchatel Colloquium in Applied Linguistics in collaboration with AIMAV, AILA, CILA, and the University of Neuchatel (2nd, May 25-26, 1973).

Association Internationale pour la Recherche et la Diffusion des Methodes Audio-visuelles et Structuro-globales, Ghent (Belgium).

Pub Date-74

Note-165p.

Available from-Diffusion internationale du livre, Rue Theophile Vander Elst 82, 1170 Brussels, Belgium.

Language-French; English

Pub Type- Reports - Research (143) - Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Communicative Competence (Languages), *Contrastive Linguistics, Deep Structure, *Discourse Analysis, Dutch, Elementary Secondary Education, English, French, German, Higher Education, *Linguistic Theory, *Notional Functional Syllabi, *Second Language Instruction, Second Language Learning, Semantics, Sentence Structure, Surface Structure, Syntax, *Transformational Generative Grammar, Translation, Verbs

Papers from the 1973 Neuchatel Colloquium in Applied Linguistics are presented. Contents are as follows: Karttunen's Types of Implication in English and German: A Contrastive Study,'' W. Abraham; The Relevance of Generative Semantics for Language Teaching,'' R. Dirven; 'Be' plus 'ing' Revisited,'' H. Adamczeski; The So-Called Deep Structures and the Foreign-Language Learner,'' T. P. Krzeszowski; L'illocution: problematique et methodologie'' (Illocution'': Problems and Methodolgy), H. Holec; An Approach to Treating Extratextual Function in a Language Teaching Syllabus,'' C. N. Candlin; Notional Syllabuses and the Concept of Minimum Adequate Grammar,'' D. Wilkins; The Deep Structure of Discourse and the Use of Translation,'' H. G. Widdowson; Vers une caracterisation linguistique des normes dans l'enseignement des langues'' (Towards a Linguistic Characterization of the Norms in Language Teaching), E. Roulet; Pour une methode du faire dans l'enseignement des langues'' (For a Methodology in Language Teaching), J. Nivette; and Pedagogical Grammars or the Pedagogy of Grammar?,'' S. P. Corder. (SW)

ED 209 912 FL 012 609

Corder, S. P., Ed. Roulet, E., Ed.

Some Implications of Linguistic Theory for Applied Linguistics. Collection d'''Etudes linguistiques,'' No. 19. Papers from the Neuchatel Colloquium in Applied Linguistics in collaboration with AIMAV, AILA, CILA, and the University of Neuchatel (3rd, May 30-June 1, 1974).

Association Internationale pour la Recherche et la Diffusion des Methodes Audio-visuelles et Structuro-globales, Ghent (Belgium).

Pub Date-75

Note-134p.

Available from-Diffusion internationale du livre, Rue Theophile Vander Elst 82, 1170 Brussels, Belgium.

Language-French; English

Pub Type- Reports - Research (143) - Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Contrastive Linguistics, *Discourse Analysis, *Error Analysis (Language), French, Grammar, Interpretive Skills, Language Research, *Linguistic Theory, Poetry, Second Language Instruction, Semantics, Teaching Methods, Textbooks, Verbs

Papers that address implications of linguistic theory for applied linguistics are presented. In Some Semantic Properties of Some Conjunctions,'' W. Abraham is concerned with the function of but'' and its translation equivalents in German and other languages. In Is It Possible and Necessary to Write Text Grammars?,'' T. P. Krzeszowski examines the theoretical status of text-grammars and the use of sentence connectives. In Esquisse d'une theorie de 'Do''' (Outline of a Theory of 'Do'), H. Adamczewski examines the anaphoric function of the verb do'' in English texts, and its use as a marker of modality or some other semantic qualification. In Notes sur l'expression verbale de l'assentiment et de la confirmation en anglais'' (Notes on the Verbal Expression of Assent and Confirmation in English), C. Heddesheimer considers research conducted on the speech acts of assent and confirmation. In Some Metalinguistic Problems in Communicative Language Learning,'' C. N. Candlin considers research conducted on the rhetorical properties of discourse between doctor and patient. In Interpretive Procedures and the Importance of Poetry,'' H. G. Widdowson examines the problem of teaching discourse, concentrating on the problems of interpretation. In Interpretive Procedures: Seeing, Reading, and Understanding Discourse,'' S. P. Corder compares the interpretation of discourse with visual perception and the interpretation of pictures. In Error Analysis and Pedagogical Ordering,'' A. Valdman describes the use of the results of a systematic error analysis to devise a language teaching syllabus. In De la necessite de fonder l'enseignement de langues secondes sur l'etude de la langue maternelle'' (On the Necessity of Basing Instruction of Second Languages on the Study of the Mother Tongue), E. Roulet considers metalinguistic knowledge development in the learner. (SW)

ED 209 913 FL 012 610

Nivette, Jos, Ed.

The Training of Modern Language Teachers in Various Countries. Collection d'''Etudes linguistiques,'' No. 20. Selected papers from the Association Internationale pour la Recherche et la Diffusion des Methodes Audio-Visuelles et Structuro-Globales Seminar (5th, August 27-September 1, 1973).

Association Internationale pour la Recherche et la Diffusion des Methodes Audio-visuelles et Structuro-globales, Ghent (Belgium).

Pub Date-76

Note-187p.

Available from-Diffusion internationale du livre, Rue Theophile Vander Elst 82, 1170 Brussels, Belgium.

Language-French; English; Italian; German

Pub Type- Reports - Research (143) - Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Faculty, Communicative Competence (Languages), Developing Nations, Educational Change, English (Second Language), Faculty Development, *Foreign Countries, French, Higher Education, Italian, Language Skills, *Language Teachers, Modern Languages, Secondary Education, Secondary School Teachers, Second Language Instruction, *Teacher Education

Identifiers-Africa (Sub Sahara), Brazil, Canada, Israel, Quebec, Senegal

Selected papers that address theoretical and practical training of the modern language teacher and language teaching experiments in various countries are presented. Some of the articles included are the following: Les problemes de la formation linguistique et pedagogique des professeurs de francais en Afrique Subsaharienne'' (The Problems of the Linguistic and Pedagogic Training of Teachers of French in Sub-Saharan Africa), R. Bastin; L'enseignant doit-il etre l'objet d'une formation culturelle particuliere?'' (Should the Teacher Undergo a Particular Cultural Training?), C. Burga; Le micro-enseignement dans la formation des enseignants de francais-langue etrangere au Senegal'' (Micro-Teaching in the Training of Teachers of French as a Foreign Language in Senegal), G. Dalgalian; Sulla formazione linguistica degli insegnanti di lingua italiana presso le universita della Repubblica Federale Tedesca'' (On the Linguistic Training of Teachers of the Italian Language at the Universities of West Germany), M. De Matteis; The University and the Training of Language Teachers,'' L. K. Engels; Re-training High School Teachers of English in Brazil: The Experience of the Instituto do Idiomas Yazigi,'' F. Gomes de Matos; La formation des professeurs de francais a l'universite Bar-Ilan, Ramat Gan, Israel'' (The Training of the Professors of French at the University of Bar-Ilan, Ramat Gan, Israel), R. Herzlich; Linguistics and the Language Teacher,'' B. Jordan; La formation et le recyclage des professeurs de langues vivantes au Quebec 1973-1978'' (Training and Retraining of Modern Language Teachers in Quebec 1973-1978), J.-Cl. Lavigne; La formation psycho-pedagogique et methodologique des professeurs de langues vivantes'' (Psycho-Pedagogical and Methodological Training of Teachers of Modern Languages), R. Marechal. (SW)

ED 209 914 FL 012 611

Freudenstein, R., Ed.

The Role of Women in Foreign-Language Textbooks: A Collection of Essays. Collection d'''Etudes linguistiques'' No. 24.

Association Internationale pour la Recherche et la Diffusion des Methodes Audio-visuelles et Structuro-globales, Ghent (Belgium).; Federation International des Professeurs de Langues Vivantes.

Pub Date-78

Note-130p.

Available from-Diffusion internationale du livre, Rue Theophile Vander Elst 82, 1170 Brussels, Belgium.

Language-German; English

Pub Type- Collected Works - General (020) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cultural Influences, Elementary Secondary Education, English (Second Language), Family Life, *Females, Foreign Countries, *Foreign Language Books, French, German, Higher Education, Hungarian, Italian, Language Usage, Males, *Role Perception, Second Language Instruction, *Sex Bias, Sex Role, *Sex Stereotypes, Spanish, *Textbook Bias, Textbook Content, Textbook Evaluation

Identifiers-France, Germany, Hungary, Italy, Thailand, United States

Essays that consider the way that women are portrayed in foreign language textbooks are presented. The selected essays were submitted to a competition sponsored by the Federation Internationale des Professeurs de Langues Vivantes, which requested that language teachers assess such concerns as: (1) whether women were described in a stereotyped way; (2) whether the descriptions reinforced certain prejudices; (3) whether the view presented by the textbook was a true representation of women's role in the society in which they lived, as well as the country in which the target language is spoken; and (4) the attitudes associated with their textbook activities. The essays are as follows: Hungarian Women in Reality,'' Kata Ittzes; 'Italiano Vivo' and Its Women,'' Dino Bressan; The Seven Sisters,'' Sandra D. Lingskog; Sexism in the Foreign-Language Classroom,'' Jean S. Bidwell; The Limits of My Language Are the Limits of My World,'' Fairlee W. Carroll; Spanish Language Instruction and the Role of Women,'' Barbara Gonzales; The Role of Women in 'Speak English,''' Bernadette Grandcolas; The Role of Women in 'Le Francais et la Vie,''' G. Christopher Hartley; The Role of Women in the 'Eating Course in German,''' Brian O. Murdoch and Ursula I. Murdoch; Zur Rolle der Frau im Lehrbuch 'Etudes francaises,''' Elivara Ott-Eckrich; Women in the World of 'Kernel Lessons Intermediate,''' Hilary Rees-Parnall; Cultural Chauvinism in Foreign-Language Textbooks,'' Anneliese Sartori Stein. (SW)

ED 209 915 FL 012 616

Ullmann, Rebecca Scane, Joyce
La Fete de la Ste-Catherine: Guide.
Ontario Inst. for Studies in Education, Toronto.
Report No.-ISBN-0-7744-0241-5
Pub Date-81
Note-40p.
Available from-Publications Division, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S1V6.
Language-French; English
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cultural Activities, Cultural Education, Elementary Education, *Fles, Foreign Countries, *French, Instructional Materials, Learning Activities, *Learning Modules, Lesson Plans, Multicultural Textbooks, Reading Materials, *Second Language Instruction, Teaching Guides
Identifiers-Canada, *French Canadians

A teacher's French-English guide to a cultural module that is designed to provide introductory reading materials for students of French as a second language is presented. The module, La Fete de la Ste-Catherine,'' aims: (1) to develop an awareness in the students of a few of the special events that reflect the multicultural nature of Canadian society, (2) to introduce the students to the history and customs of the French Canadian fete de la Ste-Catherine, and (3) to have the students experience some of the fun associated with this festivity by making taffy. The module is designed for students age 10 to 12 who have a minimum of one year of French instruction and have acquired basic French reading skills. Students who are age 9 and have had two to three years of previous French instruction, including a year of French reading skills, will be able to profit from the module. Background information is presented concerning the festival, the taffy pull, and Marguerite Bouregoys, who has always been associated with the custom of taffypulling. Sample lesson plans, suggested activities, suggestions for project work, and information about evaluation of the module are presented. Duplicating masters, answer keys, and a selected bibliography are included. (SW)

ED 209 916 FL 012 617

Haskell, John F., Ed.
TESOL Newsletter, Volume XIV, Numbers 1-6.
Teachers of English to Speakers of Other Languages.
Pub Date-80
Note-77p.
Journal Cit-TESOL Newsletter; v14 n1-6, Feb, Apr, Jun, Aug, Oct, Dec 1980
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Black Dialects, Cultural Awareness, Cultural Education, Educational Media, Elementary Secondary Education, *English (Second Language), Grammar, Higher Education, Instructional Materials, *Language Teachers, Peer Teaching, Reading Skills, Refugees, *Second Language Instruction, Speech Skills, *Teacher Certification, Teacher Education, Teacher Employment, Tutoring, *Writing (Composition), Writing Skills
Identifiers-China

Six 1980 issues of the TESOL Newsletter are presented. Topics include the following: preparing a written paper for oral presentation (Fraida Dubin); current trends in teaching English as a second language (TESL) (Ruth Crymes); ESL syllabuses (Carlos Yorio); teaching Black English (Lorraine Goldman); the state of certification and employment within TESL (Marilyn Appelson, Jack Longmate, Gina Cantoni Harvey, and Ray Past); locating bibliographies in special areas of teaching ESL (Virginia F. Allen); locating materials in teaching ESL (Bernard Susser); notional functional methods (John Boyd & Mary Ann Boyd); suggestopedia (Donna Hurst Shkilevich); total physical response (Carol Weiner); questioning in counseling-learning (Daniel D. Tranel); the passive voice (Patrick Kameem); the definite article and discourse (Garry Molhot); problems of reading and writing (Margaret Paroutaud, Mary Ruetten Hank, William Powell, Darlene Larson & Raymond Griffith, Inez Marquez, and Darlene Larson & Thelma Borodkin). Articles are also included on speaking (Darlene Larson et al., Darlene Larson & Mona Schreiber, and Darlene Larson & Donald Monalto); transitioning students (Dennis Terdy); principles of language teaching (Richard Showstack); peer tutoring (Alice Pack & Deborah Dillion); testing (Charlotte E. Leventhal, Robert Ochsner, and Phillip Roth); language and culture (Andreas Martin, Darlene Larson & James B. Brown, Darlene Larson & William Gay, and Sarah Henry); teaching in China (Virginia F. Allen and Charles T. Scott); and refugee concerns (Donna Dunch). (SW)

ED 209 917 FL 012 619

Freundlich, Joyce

Evaluating Ethnic Literature from a Cross-Cultural Perspective: Implications for the Bilingual Classroom.

Pub Date-May 81
Note-30p.; Paper presented at the Annual International Bilingual Bicultural Education Conference (10th, Boston, MA, May 23-30, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Bilingual Education, Book Reviews, *Cross Cultural Training, Cultural Awareness, *Cultural Images, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, *Latin American Literature, *Puerto Rican Culture, Puerto Ricans, *Rating Scales, Research Methodology, Sociocultural Patterns, Textbook Content, Textbook Evaluation

Training of four Puerto Ricans and four non-Puerto Ricans to assess the portrayal of Puerto Ricans in a sample of ethnic literature using a holistic approach is described. Basic assumptions involved in a holistic reading or scoring are as follows: (1) readers judge each textual unit as a whole and also within the context of the range of categories of a particular instrument; (2) the group develops evaluative criteria from the content; and (3) the analytical task occurs after the readers have formed their initial perceptions. The training had three major objectives: to interpret the categories of the instrument, to develop criteria to determine the positive or negative image of the principal character, and to enable the reviewers to reach a reasonable degree of consensus in their analysis of the literature. An analytic scale provided specific data regarding the character's image. Three different responses to the same content during the early training period indicated the need for adjustment and further content clarification in order to achieve the purpose of the training: group consensus. Generally, the ratings varied more among individuals than between ethnic groups, with one exception. With the exception of a story that concerned indiscriminate sexual behavior, use of drugs, and confrontations with legal authority, the consensus of the readers drew closer, and an analysis of variance of the nine readers' ratings of six stories indicated a significant decrease in variability on each dimension from the onset of the training to its conclusion. Implications of cross-cultural training for the bilingual classroom are addressed. References and instructions for coding the image of principal characters are appended. (SW)

ED 209 918 FL 012 620

Brumfit, Christopher

Language Variation and the Death of Language Teaching.

Pub Date-Sep 81

Note-7p.; Paper presented at the Annual Meeting of the British Association of Applied Linguistics (Sussex, England, September 18-20, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communicative Competence (Languages), Elementary Secondary Education, Higher Education, Language Skills, *Language Variation, Learning Processes, Linguistic Theory, *Second Language Instruction, *Second Language Learning, *Student Role, Student Teacher Relationship, *Teacher Role

The effect of language variation on language teaching is considered. It is suggested there has been a shift away from the notion that a language can be perceived by learners as a fixed system to an emphasis on its negotiability in a social context. This is not precisely the shift from grammatical concerns to functional ones, for it arises out of methodology rather than linguistic description. Examples of descriptive procedures that have been adapted to language teaching include notions and functions, and procedural syllabuses. On the other hand, the methodological tradition promotes greater student freedom of maneuver than was customary in the past and alternatively ignores linguistic grading. The methodological model emphasizes language learning rather than language teaching, and views teachers as facilitators of language acquisition. Differences between teaching and learning that make it impossible to view them as obverse processes are addressed. It is suggested that teaching is the performance of certain rituals, while learning is the effective acquisition of knowledge or ability. Teaching may be viewed as being primarily about availability, while learning may be thought of as effective internalization. Teachers implement a syllabus and correct students; learning occurs in the process of using language and improvising language samples presented through teaching. It is suggested that this distinction of teaching and learning provides a partial explanation for the attraction of methodological solutions to the problem of language variation, accords with a functionalistic approach to language acquisition, and is consistent with the intuitions of many experienced teachers about how they operate in language classes. (SW)

ED 209 919 FL 012 622

Chambers, F.

Information Structures and Pedagogic Applications.

Pub Date-Sep 81

Note-18p.; Paper presented at the Annual Meeting of the British Association for Applied Linguistics (Sussex, England, September 18-20, 1981). Faint type.

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Paragraphs, *Reading Comprehension, Second Language Instruction, *Structural Analysis (Linguistics), *Writing (Composition), *Writing Evaluation, Writing Processes

The underlying structure of meaning in a text is to a certain extent belied by the surface structure, or sequential organization, of the text. The underlying information structures (IS) organize information according to cognitive and cultural factors. It may be demonstrated that just three major IS with various subvarieties can describe any text: (1) processes'' represent events, (2) constitutives'' represent states, and (3) comparatives'' represent a second level as they must involve two other IS that are being compared. The major IS may be graphically diagrammed. A preferred pattern of exposition of information varies according to factors that are either stylistic or linguistic. A well-written text contains markings'' which reveal the information structure and make comprehension possible no matter how much information is being presented. Paragraph analysis based on the IS concept is useful in ascertaining readability of texts for use in, for instance, the second language classroom. IS offer the added advantage of permitting objective evaluation of writing. (JB)

ED 209 920 FL 012 625

French, Lucia Nelson, Katherine

Taking Away the Supportive Context: How Preschoolers Talk about the Then-and-There.''

Pub Date-Oct 81

Note-19p.; Paper presented at the Annual Boston University Conference on Language Development (6th, Boston, MA, October 1981). Pages 17-18 may not reproduce clearly because of faint type.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Abstract Reasoning, *Child Language, Cognitive Ability, Comprehension, Concept Formation, Fundamental Concepts, Generalization, *Language Acquisition, Language Skills, *Linguistic Competence, Preschool Children, Proximity, *Time Perspective

Linguistic and cognitive competencies of preschoolers were revealed by interviewing them about routine activities. It was found that freeing preschoolers' speech from constraints inherent in talking about the immediate context results in their demonstrating control over a variety of language-related skills that are generally assumed to be beyond their competence. These include: (1) the simple ability to talk about, and thus presumably to represent, events not taking place in the here-and-now; (2) the ability to, and preference for, talking about these in general rather than specific terms; (3) the use of timeless reference; (4) the sensitivity to the temporal structure of activities and the ability to move backwards'' within a temporal structure to effect a repair''; and (5) the appropriate use of a variety of relational terms that are infrequent in context-bound speech and that preschoolers appear not to understand in direct tests of comprehension. Attention is focused on the way in which the use of if'' and or'' indicated the flexibility and complexity of preschoolers' representations of familiar activities, and on the possibility of interpreting many of their if'' statements as timeless hypothetical references. In addition, the evidence that preschoolers' knowledge of familiar activities includes a representation of alternative and conditional pathways suggests that questioning them about such activities might provide a means of assessment of their ability to use the verb forms could'' and would.'' (SW)

ED 209 921 FL 012 626

French, Lucia

But of Course Preschoolers Understand the Meaning of 'But!'

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md
Pub Date-Oct 81
Grant-5T32HD07196
Note-16p.; Paper presented at the Annual Boston University Conference on Language Development (6th, Boston, MA, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Language, *Discourse Analysis, *Language Acquisition, *Language Processing, Language Research, Language Skills, *Linguistic Competence, Logical Thinking, Preschool Education, Semantics

The ways in which preschoolers use the word but'' were studied. It was found that the eight preschoolers, who ranged in age from 3;9 to 5;5, were able to use but'' to express a number of different types of adversative relationships. But'' introduced clauses containing information that: (1) contrasted with shared knowledge about the usual state of affairs, (2) described a condition under which the situation described in the preceding clauses did not hold, (3) denied an inference that might be drawn on the basis of the preceding statement, (4) explicitly contradicted a prior statement, and (5) introduced a temporal repair. The cognitive prerequisites that could be assumed to underlie and motivate each of these types of but'' statements also are considered. Statements contained in categories one and two indicate knowledge of optional pathways in the occurrence of an event, while statements contained in category three indicate at least an emerging ability to recognize the implications of one's own statements, and possibly to take the listener's perspective and make inferences about her inferences. Statements in categories four and five indicate knowledge of and adjustment to discourse conventions. The subjects' productions are divided into categories and discussed on the basis of whether the contrast signaled by but'' was directed toward the text of the statement, or toward the discourse process per se. It is suggested that the analyses indicate a somewhat surprising level of sophistication in children's understanding of discourse conventions and their ability to adjust their speech in accord with such conventions. (SW)

ED 209 922 FL 012 628

Pedersen, Paul
Pictographic Metaphors as Vehicles of Symbolic Meaning toward Cross-Cultural Understanding.
Pub Date-81
Note-14p.; Paper presented at the Conference of the International Council of Psychologists (1981). Best copy available.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Patterns, *Chinese, *Chinese Culture, Cross Cultural Training, *Cultural Awareness, Cultural Context, Human Body, Imagery, Knowledge Level, *Metaphors, *Orthographic Symbols, Physical Environment, Psycholinguistics, Self Concept, Semantics, Sociocultural Patterns, Sociolinguistics, Symbols (Literary), Written Language
Identifiers-China

Symbolic meaning expressed by Chinese language characters is helpful to non-Chinese persons in understanding Chinese culture. The implicit metaphors in Chinese characters present pictographic descriptions of the meaning in the form of a story, situation, or symbol which places the otherwise abstract concept in a cultural context. All languages depend to some extent on metaphor for their meaning but the metaphorical meanings of language are most obvious in the Chinese language. Implications of understanding metaphors for non-Chinese counselors working with a Chinese cultural setting are addressed. Body parts are anthropomorphized to denote qualities of behavior and abstract concepts in very literal forms. The person is seen in a context of complicated features acting in or out of harmony with one another. Behavior in the context of nature imagery is seen through a series of small stories that illustrate abstract concepts and establish the context of their meaning. The accumulation of knowledge as a process is likewise described comprehensively by analogy. In respect to the concept of identity, the Chinese characters suggest what is expected of a person. Differences between the traditional Chinese and English-speaking cultures are noted that account for Chinese children developing a cognitive style favoring interdependence of relationships, and for American children analyzing and classifying a stimulus complex in a more independent manner. Other characteristics of Chinese culture relating to the expression of hostility, family ties, and conformity are considered. (SW)

ED 209 923 FL 012 630

Krause, Aleda C. Susser, Bernard

A Bibliography of Texts and Materials for Teaching English Listening Comprehension.

Pub Date-Oct 81
Note-24p.; Materials prepared for dissemination among teachers of English as a second language in Japan.
Pub Type- Reference Materials - Bibliographies (131) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies, Audiotape Recordings, *English (Second Language), Independent Study, *Instructional Materials, *Listening Comprehension, *Media Selection, Postsecondary Education, *Second Language Instruction

Currently available British and American materials for teaching English listening comprehension to non-native speakers are covered in this bibliography. Most items listed include student's workbook and teacher's manual, and most are accompanied by tapes. Materials are grouped under four headings: (1) materials whose primary focus is conversation, (2) materials for teaching comprehension of narrative passages, (3) comprehensive (four-skill) courses and other materials which have good listening components, and (4) other materials. Each entry provides bibliographic information and a brief four-part classification, which indicates level, variety, source (authentic or scripted), and suitability for independent study. Materials that the authors have used are given additional annotation. Seventy-four items are listed, almost all dating from the 1970s or 1980s. Five pages of suggestions for choosing and evaluating listening comprehension materials are appended. (Author/JB)

ED 209 924 FL 012 632

Graham, Janet G.

Overcoming Fossilized English.

Pub Date-Oct 81
Note-26p.; Paper presented at the Annual Washington Area Teachers of English to Speakers of Other Languages Convention (2nd, Catonsville, MD, October 2-3, 1981).
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Second Language Programs, College Students, *English (Second Language), *Error Analysis (Language), Error Patterns, Feedback, Grammar, Higher Education, *Interlanguage, *Linguistic Performance, Pattern Drills (Language), Pidgins, *Remedial Instruction, Second Language Instruction, Speech Communication, Student Evaluation, Student Motivation, Student Placement, Writing Skills
Identifiers-*Fossilized English

Causes of language fossilization and ways to overcome it are considered. Fossilization is the relatively permanent incorporation of incorrect linguistic forms into a person's second language competence. The discussion is focused on fossilization of incorrect syntactical rules, based on experiences with learners of English as a second language at the University of Maryland, Baltimore County. Students who have been in the United States for years often demonstrate fossilization. While they can communicate basic needs and some may communicate at complex levels, the students have developed their own personal, idiosyncratic interlanguages, which are simplified versions of English. The causes are lack of formal instruction and insufficient corrective feedback from native speakers and classroom teachers. It is suggested that helping students overcome fossilized items requires positive affective feedback but negative cognitive feedback when fossilized structures are used. A problem for educators is to convince the students that they need remedial assistance without intimidating or antagonizing them. Placement essays and grammar tests can be used to determine whether students need a remedial course or can proceed to an English as a second language composition course. In the remedial class, the span in levels of proficiency causes problems. Tutorial help for less proficient students and extra language lab work, as well as individualized instruction, are possible solutions. The remedial class includes formal grammar instruction, oral exercises with corrective feedback, substitution and sentence manipulation drills, written exercises, short composition assignments, and dictations in class. (SW)

ED 209 925 FL 012 633

Dicker, Susan J.
Applying the Monitor Model to the Editing of Compositions.

Pub Date-Jul 81
Note-17p.; Paper presented at the Annual TESOL Summer Meeting (3rd, New York, NY, July 24-26, 1981).
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Editing, *English (Second Language), *Error Analysis (Language), *Grammar, Higher Education, Interlanguage, Secondary Education, Second Language Learning, Self Evaluation (Individuals), Student Writing Models, Syntax, *Writing (Composition), Writing Processes, Writing Skills, Written Language
Identifiers-*Monitor Model

An approach to promote student editing of their own compositions, to be used in intermediate English as a second language classes, is discussed. Although editing or monitoring may not improve the communicative accuracy of a written message, it may give the message a more native-like quality. Monitoring works best on morphemes which are acquired late but which are easy to conceptualize, such as the third person singular s'' on simple present tense verbs. Learning language rules is distinct from learning the language itself; the rules do not always have to be presented before acquisition. Krashen (1978) has described the monitor under-user, who appears to be uninfluenced by most error correction, and the monitor over-user, who relies strongly on conscious linguistic knowledge. It is suggested that before teachers can expect students to apply a rule to their writing, they must ascertain that the students know how to apply it correctly in a discrete-point task. Then, it is necessary to bring the rule out into the students' consciousness (and, perhaps, convince them of the importance of applying the rule to their own writing). The teacher can elicit the rule by asking the student to state the rule and write it down for future reference, and by stating the rule directly. Editing of compositions by students at the end of a writing session may make the actual writing process easier for the student. The editing time could be divided into two sessions, the first for improving communicative accuracy and the second for improving grammatical accuracy. This approach is an applied version of Krashen's Monitor Model. (SW)

Louda, Svata
Avoidance Ruled Out by Similarity.
Pub Date-Apr 81
Note-45p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Omaha, NE, April 9-11, 1981). Faint print.
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Interference (Language), Language Processing, *Language Typology, *Learning Processes, Psycholinguistics, Second Language Instruction, *Second Language Learning

Avoidance as a strategy for error-free production in a second language is shown to be unavailable to the student when the second language is linguistically similar to the native language. In avoidance, the student steers around'' those aspects of the grammar of the target language with which he/she is unfamiliar. By restricting linguistic production to those aspects of the language over which he/she has mastery, the student attempts to avoid all errors. However, in attempting to communicate an idea in a second language similar to his/her native language, the student will be forced to rely on that similarity in choosing a mode of expression within his/her grasp; the possibility that the successful execution of that mode will differ in the target language from the native language entails risk for the student, who is likely to make a phonological, morphological, or syntactic error. Moreover, the similarity between the two languages provides, through conceptual proximity, alternative pathways to error-free production. The coexistence of hazardous (learning-inhibiting) and secure (learning-enhancing) spheres in the grammar of the second language indicates directions for learning strategy and teaching methods. The latter will involve a certain amount of drill and multisensory reinforcement. (JB)

ED 209 927 FL 012 641

Ammon, Mary Sue

Semantic Differentiation Among Expressions of Causality by Children and Adults.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date-Nov 81

Note-13p.; In its Papers and Reports on Child Language Development, Number 20, p25-33, Nov 1981.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Child Language, *Language Acquisition, Language Research, Listening Comprehension, *Semantics, Young Children

Identifiers-*Causatives (Grammar)

This study focuses on meaning differentiation among different causative expressions. Semantic differences between lexical and periphrastic expressions are reviewed. A picture comprehension task was administered to 32 adults and 99 children between the ages of 32 and 70 months. The children were asked to select the picture that matched a sentence read to them. Because it was thought that verbalizations would interact in many ways with pictured situations, item content was controlled by presenting different verbalizations with the same picture sets. Each subject heard two different verbalizations for each picture, and subjects were split into two groups so that on certain items the effect of four different verbalizations could be assessed. Responses for each item were categorized by the qualitative nature of the picture selected. Each item set was scored in terms of whether or not individual subjects switched their choices of picture due to the verbalization. The data from the adults were evaluated to determine the degree of match between their responses and the pattern hypothesized on the basis of the analysis above. Also considered were factors such as the semantic features of lexical items and real-world knowledge about the situation and participants involved. (JK)

ED 209 928 FL 012 643

Eisenberg, Ann R.

The Emergence of Markers of Current Relevance.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date-Nov 81

Note-10p.; In its Papers and Reports on Child Language Development, Number 20, p44-51, Nov 1981.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adverbs, *Child Language, *Language Acquisition, Language Research, Oral Language, Preschool Children, Syntax, *Time Perspective

This study focuses on the development of the ability to talk about events in time to specify occurrence in time with reference to the present as well as to locate events in time with reference to each other. The child's learning of how to mark the different kinds of relationships between two events is discussed. This study of current relevance involves use of constructions that permit reference to a time other than the event time in order to make some statement about event time and the event itself. A number of linguistic means used by the subjects in making utterances currently relevant'' are reviewed. Primary concern is with the young child's early use of adverbial particles to encode this type of relevance. These particles are non-explicit means of encoding relevance. They mark the predication as being relevant to two or more points in time without altering the core propositional meaning of the utterance and without specifically mentioning the two times in full surface propositions. The study of these particles has semantic, syntactic, and pragmatic application to the study of language acquisition. (Author/JK)

ED 209 929 FL 012 644

Foster, Sue

The Emergence of Topic Type in Children Under 2; 6: A Chicken and Egg Problem.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date-Nov 81

Note-11p.; In its Papers and Reports on Child Language Development, Number 20, p52-60, Nov 1981.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Language, *Discourse Analysis, Infants, *Language Acquisition, Language Research, *Language Usage, Mothers, Nonverbal Communication, Oral Language, Parent Child Relationship, Preschool Children

Two issues in language development are explored the emergence of the ability to communicate and the relationship between emerging forms and functions. Solutions to these problems involve the notion of interpretation and depend on the fact that adults interpret children's behaviors as if they were meaningful according to the adult system. The language development of five children between ages 0;1 and 2;6 was investigated. Focus was on these children's emerging ability to converse on different topics in interaction with their mothers. Conclusions are that: (1) children come to communicate because they are interpreted as communicating; (2) for an accurate picture of language development to be achieved, topic types initiated by children must be accounted for; and (3)the emergence of topic types accompanies the emergence of the appropriate communicative behaviors to express these topics. Therefore, in asking whether means of expression or topic type come first, the question of the relationship between emerging forms and functions is raised. A solution to the form/function or expression/topic question points to function preceding form in some cases and form preceding function in others. Adult interpretation of children's communicative behavior is important in both types of development. (JK)

ED 209 930 FL 012 645

French, Lucia A. Nelson, Katherine

Temporal Knowledge Expressed in Preschoolers' Descriptions of Familiar Activities.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date-Nov 81

Note-12p.; In its Papers and Reports on Child Language Development, Number 20, p61-69, Nov 1981.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Language, Cognitive Development, Communicative Competence (Languages), Comprehension, Discourse Analysis, Error Analysis (Language), *Language Acquisition, Language Research, Language Skills, Linguistic Competence, *Narration, Preschool Children, *Time Perspective, Vocabulary Skills

Forty-three children, 2;11 to 5;6, described six familiar activities: making cookies, going to the grocery, having a birthday party, going to a restaurant, getting dressed, and having a fire drill. They described each event three times. The descriptions were elicited by initially asking What happens when...?'' or What do you do when...?'' and then providing non-directive probes such as Can you tell me more?'' and Anything else?'' Reviews of the children's descriptions indicate that the request for description of events divorced from the immediate context elicits a sophistication in temporal structure and relational vocabulary that is often not accessed in either experimental or free-play settings with preschoolers. Performance in such settings can considerably expand what is known about preschoolers' cognitive and linguistic abilities. The baseline competency demonstrated in these settings can provide the foundation for more controlled research that attempts to establish how experimentally based competency gradually develops into the more abstract, decontextualized knowledge that characterizes adults' understanding of relational terms. (Author/JK)

ED 209 931 FL 012 646

Gordon, Peter
Syntactic Acquisition of the Count/Mass Distinction.
Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Nov 81
Note-10p.; In its Papers and Reports on Child Language Development, Number 20, p70-77, Nov 1981.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Language, Children, Error Analysis (Language), *Language Acquisition, Language Research, *Nouns, Plurals, *Semantics, *Syntax
Identifiers-*Count Nouns, *Mass Nouns

The count/mass disinction is often considered to be a semantic one because it distinguishes those nouns that refer to countable things from those that refer to non-countable things. However, exceptions indicate that semantic properties alone are not sufficient to determine noun sub-categorization. Therefore, such sub-categorization must be defined syntactically for the mature language user. This syntactic definition is couched in terms of distributional properties such as privileges of occurrence within a set of syntactic contexts. Membership within a category or subcategory is defined over a set of linguistic environments into which lexical insertion of that category is permissible. The acquisition of a set of selection rules on quantifiers is examined that invokes the count/mass distinction and serves to partially define the distinction itself from a syntactic distributional viewpoint. Results of an experiment are presented that suggest certain overgeneralizations over this set of syntactic contexts. The results illustrate that in acquiring the count/mass distinction, children must learn that: (1) mass nouns may not be pluralized; (2) certain quantifiers exclusively select for either count or mass nouns; and (3) certain quantifiers take singular count nouns even though plural quantities are being referred to. (Author/JK)

ED 209 932 FL 012 647

Kuczaj, Stan A.

The Acquisition of Copula and Auxiliary Be'' Forms.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date-Nov 81
Note-8p.; In its Papers and Reports on Child Language Development, Number 20, p78-83, Nov 1981.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Language, Discourse Analysis, *Language Acquisition, Language Research, *Linguistic Theory, Longitudinal Studies, *Oral Language, Preschool Children, Sentence Structure, Speech Communication, *Syntax, Verbal Learning, *Verbs

The acquisition of the copula and auxiliary be'' forms of am,'' is,'' and are'' was studied with 16 children. Spontaneous social speech samples were obtained from each child. One child's speech was sampled for approximately one hour per week from age 2;5 through 4;0, and for one-half hour per week from age 4;1 to 5;0. A second child's speech was sampled for approximately one hour per week from age 1;11 to 3;6. A weekly one hour sample of speech was obtained from the other children for six consecutive weeks. The speech samples were analyzed for omissions, incorrect uses, and correct uses of be'' allomorphs in specific sentential frameworks (e.g., copula are'' following they'' and preceding a prepositional phrase in the declarative). Results include the following: (1) In the acquisition of a be'' allomorph, the predominant pattern was one in which children learn to use the allomorph in quite specific contexts. This was true both for the child's initial uses of the form and the subsequent stable acquisition of the form. (2) Children do not seem to learn all members of the copula or the auxiliary be'' class simultaneously; in addition to varying patterns of initial uses, differences were found in regard to age of final acquisition (i.e., 90 percent correct usage in obligatory contexts). (3) Copula be'' forms tended to be earlier stable acquisitions than auxiliary be'' forms. (4) Most be'' forms were acquired (90 percent criterion) in declarative contexts before yes-no question contexts and be'' forms also tended to be acquired (90 percent criterion) in yes-no question contexts before wh'' contexts. (SW)

ED 209 933 FL 012 648

Lempert, Henrietta
The Role of Animate Referents in New Syntax.
Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Nov 81

Note-10p.; In its Papers and Reports on Child Language Development, Number 20, p84-91, Nov 1981.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Case (Grammar), *Child Language, Comprehension, Concept Formation, Generalization, Grammar, *Language Acquisition, Language Research, Logical Thinking, Preschool Children, *Sentence Structure, Structural Analysis (Linguistics), *Syntax, Verbal Learning, *Verbs

Preschoolers' ability to understand grammatical relations in passives and to generalize was studied using animate referents. Three- to five-year-old children were taught to produce passive sentence descriptions of events in which animacy of the actor and acted-on object were varied. After pretesting to determine passive sentence comprehension, the experimenter used toys to enact 32 actor-plus-action-plus-object events, and described 20 events in passive sentence form. Then the child was asked to describe the event without benefit of the experimenter's example. Three types of toys were used to enact the events: (1) animate (e.g., girl, horse); (2) dynamic inanimate (e.g., train, ball); and (3) static inanimate (e.g., house, piano). Training conditions were as follows: animate actors acted on dynamic inanimate objects; dynamic inanimate actors acted on animate objects; and the acted-on objects were static inanimate things. It was found that when the referents in the event coincided with particular word order propensities, production preceded comprehension. Children who were unaware that the grammatical subject and object in passives correspond to the underlying object and subject still produced sentences which observed these relations. Apparently, a linguistic rule is not always the base for correct word order. It is suggested that the discrimination between animate and inanimate actors that emerged may not involve the entity's capacity for independent action, but may involve the child's naming a referent in preverbal or in postverbal position according to the referent's relative salience. (SW)

ED 209 934 FL 012 649

Meier, Richard
Icons and Morphemes: Models of the Acquisition of Verb Agreement in ASL.
Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Nov 81
Note-10p.; In its Papers and Reports on Child Language Development, Number 20, p92-99, Nov 1981.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Language, Deafness, Discourse Analysis, *Language Acquisition, Language Research, *Linguistic Theory, Morphemes, Morphology (Languages), Parent Child Relationship, Preschool Children, Sentence Structure, *Sign Language, Syntax, Verbal Learning, *Verbs

Identifiers-*American Sign Language

Two possible iconic models of the acquisition of verb agreement in American Sign Language (ASL) are developed and contrasted with a third, morphological account of the acquisition of this aspect of ASL. Additionally, data from spontaneous conversation of deaf children who have deaf parents are considered to test these three models. An iconic model of the acquisition of ASL assumes that the child is capable of making a direct comparison between the form of a sign and the form (or characteristic motion) of its referent. Furthermore, the ability to make this comparison facilitates comprehension or production of iconic signs. Either mime or spatial analogy may facilitate the acquisition of ASL verb agreement. Alternately, typological features may influence the acquisition of both signed and spoken morphologies. Predictions based on the three models were tested against longitudinal data from two deaf children of deaf parents. The subjects were each videotaped on a monthly basis, and detailed transcriptions were made of all contexts where the grammar of ASL required that a verb agree with the real-world location of an argument. All linguistic contexts which permitted optional agreement with a second argument also were examined. Age at which verb agreement was acquired, use of single-indexing and double-indexing, and the use of citation forms were assessed. The data indicate that the acquisition of verb agreement in ASL is neither early nor error-free. The data strongly support the morphological model: verb agreement was not acquired until after the third year, single-indexing was preferred, and the citation forms of verbs were used inappropriately before verb agreement was acquired. (SW)

ED 209 935 FL 012 650

Pechmann, Thomas

Children's Assignment of Acoustic Stress in Referential Communication.

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Nov 81
Note-10p.; In its Papers and Reports on Child Language Development, Number 20, p100-107, Nov 1981.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Language, Communication (Thought Transfer), Communication Skills, *Discourse Analysis, Expressive Language, Language Research, Listening, *Oral Language, *Paralinguistics, Preschool Children, *Stress (Phonology), Verbal Communication, Verbal Learning

The question of whether children's accentuation strategies are determined by the linguistically established context was studied. A second investigation determined whether the difference between distinctive and nondistinctive information is marked by the speaker's accentuation, focusing the listener's attention upon the crucial information. In the first study, 9 adults and 30 three- to six-year-old German children produced descriptions of sets of four objects. Children did not use accentuation to mark information that was crucial for the listener to differentiate the target from all other relevant alternatives. Children's accentuation was dependent on what had previously been said, but not on the distinctiveness of the information with regard to the context of referential alternatives. The second study asked the question of whether distinctive, as opposed to nondistinctive, information is systematically stressed when there is no distinction present between given and new information. Accentuation of one of two modifiers was found to be exclusively dependent upon its syntactic position, irrespective of whether it was distinctive or nondistinctive information. Neither experiment supported the assumption that children or adults use accentuation to mark that information that is crucial for the listener's identification of the referent. (SW)

ED 209 936 FL 012 651

Robb, Martha Lord, Catherine
Early Uses of Big'' and Little'' by Mothers and Children.
Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Nov 81
Note-10p.; In its Papers and Reports on Child Language Development, Number 20, p108-115, Nov 1981.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Abstract Reasoning, *Adjectives, *Child Language, Cognitive Development, Comprehension, *Concept Formation, Discourse Analysis, Infants, *Language Acquisition, Language Research, Linguistic Theory, Longitudinal Studies, Mathematical Concepts, Mothers, Oral Language, Parent Child Relationship, *Semantics, Verbal Learning

The range of meanings of big'' and little'' that mothers and their three children under age two expressed in relatively natural communication situations was studied. Longitudinal data from transcripts of conversations of middle-class mothers and their children were analyzed along with diary records kept by parents of their children's use of size words for three months or longer. Size words included big,'' little,' and tiny.'' The distribution of uses for mothers and children were similar, indicating that children are exposed to and begin to use these terms in a variety of ways at a very early age. For both groups, at least half of the uses of big'' and little'' clearly referred to physical size or size relationships among objects. References to isolated objects were the most typical use for both groups. In addition, both mothers and children used whole phrases containing size words to comment on aspects of objects or situations that were not necessarily size-related. Despite their similarity to mothers, children appeared to be doing more than imitating input from

others. The two groups were distinguished by their choice of size words. Mothers relied almost exclusively on big'' and little'' while children used a variety of terms. Evidence was found in support of integrating the exemplar and feature approaches that are used to characterize the acquisition of dimensional terms. The findings suggest that abstraction processes and the use of exemplars are closely intertwined in learning word meanings. (SW)

ED 209 937 FL 012 652

Sandner, Gerhard W. Wagner, Edith

Vocal Communication with a Three-Month Old Baby.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date-Nov 81
Note-10p.; In its Papers and Reports on Child Language Development, Number 20, p116-123, Nov 1981.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Language, Discourse Analysis, Infants, Interaction Process Analysis, *Intonation, *Language Acquisition, Language Research, Mothers, *Oral Language, *Paralinguistics, *Parent Child Relationship, Speech Communication, Verbal Learning

The ontogenetic development of human vocal utterances and their role in early interaction processes were studied with a three-month-old baby. Recordings were made of infant vocalizations in the home and the sounds were classified. During a five-minute segment between the mother and infant, the infant produced 59 utterances, 93 percent of which had features typical of flats (i.e., having a fundamental frequency that is smooth, comparably low, approximating pure harmonic tones, and having a similarity to vowels). A computer program was developed to plot the fundamental frequency, intensity, and time pattern of the vocal utterances of both partners. The amount of turn-taking suggests that the infant not only produced a series of vocalizations but actually engaged in a kind of conversation. Those phrases that the baby responded to had a common feature: they exhibited a very similar pitch contour. Fifteen out of a total of 18 utterances with a rising contour were responded to by the infant during a segment. There was a surprising conformity between the utterances within each episode: in some cases the mother imitated the baby and in others the baby was able to copy the pitch contour of the mother's voice within certain limits. Reciprocity, imitation, and the use of bell-contours appeared to be important to the success of the exchange. The mother intended to talk with the baby and used infant-oriented speech, which the baby responded to within a few seconds. It is suggested that the rising contour vocalizations were used by the mother as turn-markers, strongly compelling the infant to respond. (SW)

ED 209 938 FL 012 653

Strage, Amy A. And Others

Is That Any Way to Talk to Your Friend?'': Mothers' Input and the Development of Role-Appropriate Discourse among Peers.

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date-Nov 81

Note-10p.; In its Papers and Reports on Child Language Development, Number 20, p124-132, Nov 1981.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Language, *Communication Skills, *Discourse Analysis, Interaction Process Analysis, Interpersonal Competence, *Language Acquisition, Language Research, Mothers, Parent Child Relationship, *Parent Influence, Peer Relationship, Play, Preschool Children, Social Behavior, Socialization

The way that mothers' input assists children with the use of their linguistic resources for negotiating peer interaction was studied. Two two-year-old girls and their mothers were videotaped once a month for eight months while the foursome met at a weekly playgroup. The mothers' language was analyzed in terms of the following questions: (1) Does the input to the children relate to their potential or actual involvement in a joint activity? (2) Do they suggest that one child invite or join the other? (3) What do they say during the course of an established joint activity that threatens to fall apart? (4) When the children do not pick up on the first cues from the input, what modifications do the mothers make in reiterating their suggestions? (5) Given that the mothers intervene to support the joint activity, do they withdraw and steer the peers to each other, and if so, how? The mothers were found to make explicit the means for and advantages of soliciting and acknowledging cooperation. This was particularly obvious in the breakdown of the input as a function of child familiarity with the activity. The mothers stressed establishing shared frames to permit mutual comprehension. It also was found that mothers' input can serve to teach their children how to respect the more open-ended discourse demands of joint peer activity, when to ask, when to tell, and how to converse about what they were doing. Therefore, the input can be seen as a socialization vehicle for helping the child learn to use her existing formal resources to mediate social interaction. (SW)

ED 20[illegible] 939 FL 012 654

Smith, Michael D. Brunette, Diane
Early Rampant Homonymy: Problem or Strategy?
Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Nov 81

Note-9p.; In its Papers and Reports on Child Language Development, Number 20, p133-139, Nov 1981.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Language, Discourse Analysis, Infants, *Language Acquisition, Language Research, *Linguistic Theory, *Oral Language, Phonetics, *Phonology, Semantics, Speech Communication, *Surface Structure
Identifiers-*Homonyms

Sound-meaning correspondences produced by an infant were studied under conditions of early rampant homonymy (i.e., production by a very young child of a small set of noncontrastive surface forms or phonetic sequences to refer to objects/events that on the basis of adult standards require the production of numerous contrasting surface forms). The speech of a male twin (H), who was 1;4 years at the outset of the initial three months of evaluation, was assessed. Data were drawn from a 10-month study of the infant, his fraternal twin, and their mother. The data were analyzed in the framework of word-based phonology and phone class analysis. Phone classes for H were restricted to voiced bilabial (/b/ and /m/), alveolar (/d/), and velar (/g/ and /h-phi/) sound segments. H's productions were restricted to a point where high levels of homonymy would be expected. Three referents (e.g., cookie, book, and apple), which at first were produced with distinctive and resolvable surface forms, coalesced and took on a common surface form. H's tolerance for homonymy, therefore, could not be tied to the absence of resolvability. Attempts were made to analyze a representative selection of H's homonymous forms on the basis of both phonetic substance and referential substance. It is suggested that a charge of relative incompetence at the phonetic level does not adequately explain homonymy. Analyses that link homonymy at least in part to the phenomenon of overextension demonstrate that a young child with few productive surface contrasts is capable of controlling more of the ambient language than is reflected in his first linguistic performance (SW)

ED 209 940 FL 012 655

Rhodes, Nancy C. And Others

Elementary School Foreign Language Instruction in the United States: Innovative Approaches for the 1980's. Final Report.

Center for Applied Linguistics, Washington, D.C.
Spons Agency-Department of Education, Washington, D.C. Foreign Language and Area Studies Research.
Pub Date-18 Dec 81
Grant-G008002125
Note-80p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Articulation (Education), *Educational Innovation, Elementary Education, *Fles, French, German, *Immersion Programs, Language Fluency, Language Teachers, Parent School Relationship, Program Administration, Program Costs, Program Descriptions, Resource Materials, School Surveys, *Second Language Instruction, Second Language Programs, Spanish

The status of foreign language in the elementary school (FLES) is discussed in an attempt to dispell the myth that there are few successful FLES programs in the U.S. Results of an eight-state survey show that 18% of the responding elementary schools report that they do teach foreign language. Descriptions of eighteen innovative programs confirm that there are highly successful programs of the following types: (1) language immersion (programs in which most of the elementary school classes are taught in the foreign language); (2) partial immersion (programs in which up to 50% of the classes are taught in the foreign language); (3) curriculum integrated foreign language instruction (programs in which the daily language class is conducted in the foreign language and is supplemented by additional culture and language study in the regular classroom); (4) FLES (programs that have foreign language from one to five days a week and emphasize oral communication); and (5) foreign language experience (FLEX) (programs that aim at exposing children to basic concepts of foreign language). Recommendations for elementary foreign language programs cover the following topics: definition of goals, articulation, language assessment, program administration and cost, parent and administrator support, resource materials, teachers and supplemental classroom activities. The literature review covers optimal age for learning a foreign language and program design and evaluation. An extensive bibliography including curriculum resource guides completes the volume. (NCR)

ED 209 941 FL 012 657

Harmon, Roger

Evaluation of the English as a Second Language and Vocational Training Program for Indochinese Refugees.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date-Sep 79

Note-126p.; Prepared in Cooperation with Region X Adult Education Consortium.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Adult Vocational Education, *English (Second Language), *Indochinese, Postsecondary Education, *Program Evaluation, *Refugees, *Second Language Programs

Identifiers-Washington

State-funded programs in Washington for providing vocational and English-language training for Indochinese refugees were evaluated. The evaluation was conducted by means of a survey and site visits. Although data show both strengths and weaknesses, programs share some common positive features: (1) dedication of program staff, (2) use of a wide range of materials and techniques (i.e., eclecticism), and (3) provision of services beyond those stipulated (resulting in orientation as well as education). In many institutions, the programs receive special assistance and consideration. The data strongly suggest that the programs have a positive effect on the students' efforts to learn English and make their way in the American society and economy. Although there is room for improvement, there is no doubt that a program of vocational and English-language instruction is required. Recommendations to Superintendent of Public Instruction are included. The evaluation instruments are appended. (JB)

ED 209 942 FL 012 658

Medlin, Dorothy

A FLES Handbook: French, Spanish, German, Grades K-6. Third edition, revised.

Winthrop Coll., Rock Hill, S.C.
Pub Date-79
Note-102p.
Language-English; French; German; Spanish
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Classroom Techniques, Cultural Education, Elementary Education, *Fles, French, German, *Second Language Instruction, Spanish, Teaching Methods

Classroom activities for foreign language in the elementary school (FLES) are presented. The languages covered are French, Spanish, and German. Suggestions are offered for use of repetition in the classroom for reading and writing, for testing, and for creating lesson plans. Classroom techniques such as dramatics, songs, and team competition are covered. French, Spanish, and German culture are treated in individual chapters. Vocabulary and grammar structure are dealt with. Finally, chapters are devoted to teaching the following notions: names, numbers, clocks, colors, clothing, calendar, parts of the body, commands, animals, foods, and house and family. (JB)

ED 209 943 FL 012 659

Secondary French Curriculum Guide 1980.
British Columbia Dept. of Education, Victoria. Curriculum Development Branch.
Pub Date-80
Note-124p.
Language-English; French
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Articulation (Education), *Curriculum Design, *Educational Objectives, Foreign Countries, *French, Secondary Education, *Second Language Instruction, *State Curriculum Guides
Identifiers-British Columbia

Guidelines for secondary French instruction are presented in an articulated system of six levels. The articulation is flexible enough to allow for different degrees of preparation in elementary school, and for different degrees of achievement and preparedness at the end of high school. Learning outcomes are presented for each level in terms of attitudinal, linguistic, and cultural goals. The linguistic goals are further subdivided according to basic skills (speaking, listening, reading, writing). A scope and sequence chart is attached as a means of standardizing the order of acquisition of grammar and vocabulary. Some brief philosophical considerations of second language instruction are appended. (JB)

ED 209 944 FL 012 660

Foreign Language Curriculum Guide K-12.

Georgia State Dept. of Education, Atlanta.
Pub Date-81
Note-96p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Career Education, Course Content, *Curriculum Design, Elementary Secondary Education, Fles, French, German, Media Selection, Program Design, *Resource Materials, *Second Language Instruction, Second Language Programs, Spanish, *State Curriculum Guides, Teaching Methods
Identifiers-Georgia

In addition to presenting detailed guidelines for foreign language curriculum development in Georgia public schools, this guide includes illustrations of a variety of classroom approaches to meeting course goals. The overall rationale for the guide is to bring programs and curricula at all levels in line with both societal needs for language-skilled adults and with the benefits, both personal and professional, students can derive from possessing language skills. Programs are conceived as falling under foreign language in the elementary school (FLES), middle-school programs (grades 5 to 8), and secondary school programs. These last receive the greatest emphasis.

Specific educational strategies focus on skill development, teaching culture, evaluation (testing), and classroom and curriculum management. A great deal of emphasis is laid on career education. Ample lists of resources are scattered throughout. In addition to the model instructional materials in the body of the guide, an appendix presents samples of course outlines, teacher effectiveness aids, and various daily instructional units. French is the language most emphasized, followed by Spanish and German. (JB)

ED 209 945 FL 012 661

Resource File for French Instruction in Utah: Beginning, Intermediate, and Advanced.

Utah State Board of Education, Salt Lake City.
Pub Date-Jun 81
Note-142p.; For related documents see ED 047 541, ED 205 029, and FL 012 662.
Language-English; French
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Advanced Placement Programs, *Audiolingual Methods, *French, Language Skills, Lesson Plans, *Resource Units, Romance Languages, Secondary Education, *Second Language Instruction, State Curriculum Guides, Teaching Methods

These materials illustrate the ideas presented in the "Guide for Foreign Languages in Utah.'' Learning activities, materials, and evaluation procedures have been written to help the language teacher who has never had a methods course, as well as the experienced teacher who is searching for new ideas. The materials begin with a basic unit similar to those found in a methods textbook, but the main part of the unit is outlined with detailed instructions as to what the teacher must do to help the student develop the language skills described in the unit objectives. Model lessons in elementary, intermediate, and advanced placement French are presented as a means of illustrating practical applications of teaching goals and techniques outlined in the Utah curriculum. The lesson plans present the instructional objective, the lesson content, and the methodology as well as cross references to the course of study. In addition to the model lessons, a special resource section is included to help teachers prepare to teach an advanced placement class in French language or literature. (Author/JB)

ED 209 946 FL 012 662

Resource File for German Instruction in Utah: Beginning, Intermediate, and Advanced.

Utah State Board of Education, Salt Lake City.

Pub Date-Sep 81
Note-141p.; For related documents see ED 047 541, ED 205 029, and FL 012 661.
Language-English; German
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Advanced Placement Programs, *Audiolingual Methods, *German, Indo European Languages, Language Skills, Lesson Plans, *Resource Units, Secondary Education, *Second Language Instruction, State Curriculum Guides, Teaching Methods

These materials illustrate the ideas presented in the Guide for Foreign Languages in Utah.'' Learning activities, materials, and evaluation procedures have been written to help the language teacher who has never had a methods course, as well as the experienced teacher who is searching for new ideas. The materials begin with a basic unit similar to those found in a methods textbook, but the main part of the unit is outlined with detailed instructions as to what the teacher must do to help the student develop the language skills described in the unit objectives. Model lessons in elementary, intermediate, and advanced placement German are presented as a means of illustrating practical applications of teaching goals and techniques outlined in the Utah curriculum. The lesson plans present the instructional objective, the lesson content, and the methodology as well as cross references to the course of study. In addition to the model lessons, a special resource section is included to help teachers prepare to teach an advanced placement class in German language or literature. (Author/JB)

ED 209 947 FL 012 668

Ur, Penny

Discussions That Work: Task-Centred Fluency Practice. Cambridge Handbooks for Language Teachers.

Report No.-ISBN-0-521-28169-5

Pub Date-30 Nov 81

Note-122p.

Available from-Cambridge University Press, 32 East 57th Street, New York, NY 10022 ($5.95).

Pub Type- Books (010) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Adult Education, Classroom Techniques, *Conversational Language Courses, *Discussion (Teaching Technique), *English (Second Language), Postsecondary Education, *Second Language Instruction, *Speech Instruction

Fluency practice in the English as a second language (ESL) classroom is the subject of this book. Ways are suggested in which students may be induced to talk in the classroom using the vehicle of discussion. Part 1 isolates and generalizes a number of elements that are essential for a good discussion, such as interesting topics, group work, role play, the task as focus, and organization of process. Part 2 consists of practical examples of discussion activities based on exercises that have been found effective in actual classroom practice. These include brainstorming activities such as guessing games, organizing activities including comparing and combining, and compound activities such as composing letters and conducting debates and surveys. Although some of the ideas are useful with beginning students, most have greater applicability to intermediate and moderately advanced students. (Author/JB)

ED 209 948 FL 012 676

Conner, Maurice W., Ed.

A Global Approach to Foreign Language Education.

Central States Conference on the Teaching of Foreign Languages.

Pub Date-81

Note-139p.; Papers presented at the Central States Conference on the Teaching of Foreign Languages (Omaha, NE, April 9-11, 1981). For individual papers, see FL 012 677-688.

Available from-National Textbook Company, 8259 Nile Center Road Skokie, IL 60077 (school price $6.90).

Pub Type- Books (010) - Collected Works - Proceedings (021) - Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Art Education, *Cultural Education, Departments, English (Second Language), Fund Raising, *Global Approach, Nonverbal Communication, Notional Functional Syllabi, Poetry, Refugees, *Second Language Instruction, Teaching Methods, Translation, Womens Studies

The papers collected here are largely devoted to foreign language education as a means of increasing international and cross-cultural understanding. Titles include: (1) Language Is the Medium, Culture Is the Message: Globalizing Foreign Languages'' (Lorraine A. Strasheim); (2) Cultural Understanding for Global Citizenship: An Inservice Model'' (Clarice M. Ramsey); (3) Global Education at Home: Ethnic Schools as Sources and Resources'' (Valters Nollendorfs); (4) Teaching English to Refugees: A Family Model'' (Elise Andre and Dorothy S. Brown); (5) Fund Raising: An International Feast'' (Valorie Babb and Gene Marshall); (6) The Language Student in the World of Art'' (Thomas M. Carr, Jr.); (7) Poetry as a Language Acquisition Tool'' (Bonnie M. Brown; (8) Training for Translation: An Undergraduate Teaching Option'' (Betty Becker-Theye); (9) Teaching Nonverbal Communication in the Second Language Classroom'' (Stephen S. Corbett and Jean Moore); (10) Femme, Frau, Mujer: A World of Women'' (Mary Jane B. Roe); (11) Notional-Functional Syllabus: From Theory to Classroom Applications'' (Constance K. Knop); and (12) Revitalizing a Foreign Language Department'' (Estella Gahala). (JB)

ED 209 949 FL 012 677

Strasheim, Lorraine A.

Language Is the Medium, Culture Is the Message: Globalizing Foreign Languages.

Pub Date-81

Note-16p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Omaha, NE, April 9-11, 1981).

Available from-Not available separately; see FL 012 676.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Cultural Education, Curriculum Development, *Educational Trends, Elementary Secondary Education, *Global Approach, Material Development, *Second Language Instruction, *Teacher Improvement

The demand for cross-cultural understanding and a global approach to education can be met only by introducing culturally and globally oriented content into instruction across a spectrum of subjects. While each subject area defines its own contribution to enhancing awareness of other cultures and of the interconnectedness of learning and the world, foreign language teachers are in a unique position to focus on cultural studies. The introduction of a global element into the foreign language classroom is most effective when the teacher is in dialog with teachers of other subjects; this helps assure complementariness of instructional content. Emphasis on global education will enhance professional development, in that teachers will be active co-learners with their students and will require new skills. The direction in which education is headed, in conjunction with the need to fit in the global component, points to a complete revision of curricula and instructional materials over the next decade. The teachers who want to begin a global emphasis immediately can examine their approach to cultural education according to several criteria. (JB)

ED 209 950 FL 012 678

Ramsey, Clarice M.

Cultural Understanding for Global Citizenship: An Inservice Model.

Pub Date-81
Note-6p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Omaha, NE, April 9-11, 1981).
Available from-Not available separately; see FL 012 676.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-*Cultural Education, Elementary Secondary Education, *Global Approach, *Inservice Teacher Education, Institutes (Training Programs), Models, *Professional Training

In recognition of the still relatively scant attention paid to the importance of global education, a two-week inservice Cultural Understanding Institute was held for public school teachers and allied professionals. The institute utilized a model for such inservice programs that fell into five phases: (1) diagnosis of needs of a wide variety of educational personnel; (2) a brief phase of sensitization to issues (most of which would be familiar to participants beforehand); (3) instruction in cross-cultural understanding, involving a multimedia approach and a wide variety of activities; (4) an application phase in which each state group planned an inservice model for its locality for the following year; and (5) project evaluation based on immediate and long-term results of the institute. (JB)

ED 209 951 FL 012 679

Nollendorfs, Valters

Global Education at Home: Ethnic Schools as Sources and Resources.

Pub Date-81

Note-10p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Omaha, NE, April 9-11, 1981).

Available from-Not available separately; see FL 012 676.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Cultural Education, Elementary Secondary Education, *Ethnic Studies, Global Approach, *School Community Relationship, Second Language Learning, Uncommonly Taught Languages

Identifiers-*Ethnic Schools

The thousands of ethnic mother-tongue schools in the United States represent an untapped resource for increasing multicultural awareness and interest in second language learning among American students. The ethnic schools are mentioned in the report of the President's Commission on Foreign Language and International Studies and in its background papers, but little in these documents goes beyond recognition of the schools' existence. Milwaukee and Chicago offer just two examples of cities with extensive ethnic and second-language programs. Ethnic schools encourage tolerance of diversity insofar as they represent an enrichment of and not a withdrawal from American society. Cooperative undertakings between the schools and the greater society will benefit from agreement on proficiency and achievement standards. Conventions and symposia provide forums for contact between school personnel and representatives of the educational community as a whole. Ethnic schools can provide a community with cultural activities, as well as with an alternate source of academic credit. The commonly taught languages are not slighted by ethnic studies, since the latter serve to render second language instruction a matter of course. (JB)

ED 209 952 FL 012 680

Andre, Elise Brown, Dorothy S.

Teaching English to Refugees: A Family Model.

Pub Date-81
Note-14p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Omaha, NE, April 9-11, 1981).
Available from-Not available separately; see FL 012 676.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-*English (Second Language), Realia, *Refugees, Second Language Instruction, *Second Language Programs, Teaching Methods
Identifiers-*Hmong People, Kentucky (Berea)

The instructional program in English as a second language (ESL) followed by a family of 12 Hmong refugees in a small midwestern town is described. Eight of the younger members of the family met for one hour three times each week. Instruction was under the guidance of two teachers, thus allowing for individual help. Other volunteers assisted from time to time. Course content focused largely on natural situations; realia were used almost constantly. Currency was used to introduce counting as well as principles of money management. Cuisenaire rods lent themselves to representing a variety of objects, shapes, and physical characteristics. Class members themselves and teachers became realia in exercises in weights and measures, giving directions, activities with the hands, and personal names. Although there was some adaptation of textbook material, the reliance of texts on urban situations forced the extensive use of personally developed word lists. A list of useful addresses and materials is appended. (JB)

ED 209 953 FL 012 681

Babb, Valorie Marshall, Gene

Fund Raising: An International Feast.

Pub Date-81

Note-11p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Omaha, NE, April 9-11, 1981).

Available from-Not available separately; see FL 012 676.

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-*Food, *Fund Raising, International Studies, Postsecondary Education, *Publicity, Secondary Education, Second Language Learning, *Second Language Programs

Identifiers-North Dakota (Minot)

The procedure for planning an international dinner to raise funds and publicize foreign language study is described. The project, which netted several hundred dollars for a high school in North Dakota, involves careful planning over a period of months. Publicity and facilities are discussed, and the various culinary and other jobs to be apportioned among students are described. Most of the article is devoted to food preparation. A menu and an equipment check list are appended. (JB)

Carr, Thomas M., Jr.
The Language Student in the World of Art.
Pub Date-81
Note-8p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Omaha, NE, April 9-11, 1981).
Available from-Not available separately; see FL 012 676.
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-*Art Education, Classroom Techniques, Postsecondary Education, Secondary Education, *Second Language Instruction, Teaching Methods, Visual Aids, *Visual Arts

In beginning and intermediate foreign language instruction, art has been neglected both as an instructional aid and as enrichment. Squeezed out by popular culture, the contemporary scene, and a perception of elitism, the visual arts nevertheless offer a rich resource in acquainting students with both the depth and the breadth of another culture. The careful selection and manipulation of visual material lends itself to surprising diversity in both content and methodology of instruction. Many techniques, some of them already familiar to most foreign language teachers, are possible: art criticism in miniature, construction of tableaux (challenging the director's'' verbal skills), various question-and-answer games, descriptive writing and speaking assignments, and role-playing in the world of art are all among suggested class activities. (JB)

ED 209 955 FL 012 683

Brown, Bonnie M.

Poetry as a Language-Acquisition Tool.

Pub Date-81

Note-10p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Omaha, NE, April 9-11, 1981).

Available from-Not available separately; see FL 012 676.

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-*Literary Criticism, *Poetry, Postsecondary Education, Secondary Education, *Second Language Instruction, Teaching Methods

Although poems have fallen into disuse as vehicles of second language instruction, they are by no means as inaccessible as many think. A teacher's choice of poems for classroom use will begin with a consideration of learning goals; these govern choice of tone, subject, point of view, and the like. Variety is important, and several varied poems by the same author would be ideal. Class discussion of poems begins with a discussion of basic tools of analysis (point of view, language, theme, structure, and literary ambience). Garcia Lorca's poem Las seis cuerdas'' provides an example for analysis. Form, function, and structure are discussed, and the poem provides in addition opportunities for examining vocabulary and grammar. After an analysis, students may be asked to write a poem of their own If poems are read aloud and memorized, and if quizzes are administered based on poems, then the study of poetry reinforces all language skills. A selected bibliography is appended. (JB)

ED 209 956 FL 012 684

Becker-Theye, Betty

Training for Translation: An Undergraduate Teaching Option.

Pub Date-81

Note-6p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Omaha, NE, April 9-11, 1981).

Available from-Not available separately; see FL 012 676.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*College Second Language Programs, English (Second Language), French, German, Higher Education, *Interpretive Skills, Second Language Instruction, Spanish, *Translation

Identifiers-*Kearney State College NE

The undergraduate translation curriculum at Kearney State College, Nebraska, is described. The program treats translation as an academic discipline as well as a vocational skill. Students are taught the theory and practice of translation and interpretation in their choice of German, French, or Spanish. Two semesters are spent on translation followed by one on interpretation. The second semester of translation deals with literature. The sequence of courses also serves the purpose of developing the second language skills of students to the point of thorough proficiency; the curriculum provides as much basic language training as a more traditional approach. Students whose native language is French, German, or Spanish have found that the program accelerates acquisition of English proficiency. Graduates of the program have for the most part found jobs and careers related to their language training. The program has been successful in part because: (1) the departments of English, foreign language, and speech are under the direction of one dean; (2) the faculty is highly qualified to teach translation; and (3) a unique resource center has been created. (JB)

ED 209 957 FL 012 685

Corbett, Stephen S. Moore, Jean

Teaching Nonverbal Communication in the Second Language Classroom.

Pub Date-81

Note-10p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Omaha, NE, April 9-11, 1981).

Available from-Not available separately; see FL 012 676.

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-*Body Language, French, German, Nonverbal Communication, *Second Language Instruction, *Spanish, Teaching Methods

Because the nonverbal component of communication is culture-specific, effective communication in a second language requires knowledge of the body language typical of speakers of that language. For example, Americans and Hispanics have a different sense of proxemics, Hispanics favoring closeness during conversation. Instruction in nonverbal communication can be introduced into the classroom, beginning with inventories of body language that are available for French, German, and Spanish. After determining which gestures students are to learn, practice in them must be included in the course materials. Classroom practice may involve role playing. Kinesic and proxemic behaviors are paired with the corresponding verbal components as the latter are introduced. Students' recognition and control of nonverbal patterns should be evaluated via student-prepared mini-dramas or other activities. A catalog of kinesic and proxemic behaviors for beginning Spanish students is appended. (JB)

ED 209 958 FL 012 686

Roe, Mary Jane B.
Femme, Frau, Mujer: A World of Women.
Pub Date-81
Note-12p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Omaha, NE, April 9-11, 1981).
Available from-Not available separately; see FL 012 676.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-Cultural Education, Curriculum Design, French, German, Instructional Materials, Language Usage, Secondary Education, *Second Language Programs, *Sex Bias, Spanish, *Womens Studies
Identifiers-Minneapolis Public Schools MN

In response to requests from students for information about the role of women in target-language cultures, a curriculum was developed by the Minneapolis public schools for women's studies in the high school foreign language classroom. The focus was on women in French, German, and Spanish-speaking countries. The role of women in these cultures has been neglected both by the cultures themselves and by American textbooks. Each of the curriculum packets in the three languages provides users with student materials and teacher guidelines. One section of the materials is devoted to sexism in language; another consists of biographies of famous women both in English and in the target language. These materials are represented here by brief extracts. Finally, a short slide-tape program to accompany the materials was produced. (JB)

ED 209 959 FL 012 687

Knop, Constance K.

Notional-Functional Syllabus: From Theory to Classroom Applications.

Pub Date-81
Note-17p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Omaha, NE, April 9-11, 1981).
Available from-Not available separately; see FL 012 676.
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-Communicative Competence (Languages), *Notional Functional Syllabi, *Second Language Instruction, Teaching Methods

A notional-functional syllabus is a set of materials to be learned by students of a second language. While learning to perform communicative activities, students practice language structures that refer to certain situations and ideas (notions). The language structures are organized to express different interactions (functions) that are possible for different effects. These functions might be expressing sympathy, disagreement, or concern. Structures are organized in a gradation to reflect different levels of interactions (registers), from polite to less polite, for example. In Europe, notional-functional syllabi have been created to meet the specific language training needs of certain specialists, as well as to establish a threshold level of second language proficiency. Harlow, Guntermann, and Valdman have dealt with applications of this approach to the educational situation in the United States. A workshop was conducted to help language teachers identify students' communicative needs as a guide for choosing language structures. This involves an inventory of students' roles as communicators within and outside the classroom. The traditional accouterments of second language instruction (textbook materials, question answering) can be brought into a context of communicative function. In short, it is not necessary to wait for full-blown syllabus development for American teachers to begin to take advantage of notional-functional concepts. (JB)

ED 209 960 FL 012 688

Gahala, Estella
Revitalizing a Foreign Language Department.
Pub Date-81
Note-7p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Omaha, NE, April 9-11, 1981).
Available from-Not available separately; see FL 012 676.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-Cooperative Planning, Departments, High Schools *Language Enrollment, *Program Improvement, *Second Language Programs
Identifiers-*Lyons Township High School IL

The example of Lyons Township High School in Illinois is used to illustrate possibilities for increasing enrollments in high school foreign language departments. At a time of declining overall enrollment, the foreign language enrollment at Lyons increased from 33% to 55% of the student population. The first step in the process was image building, which involved assessing the student image of foreign language study as well as the expectations of parents. A generally negative image was counteracted with a variety of special activities with a public relations component (international dinners, career days, and the like). Textbooks, courses of study, and methodology were examined in a process of curriculum reform. Intradepartmental meetings became in-house inservice sessions, while communication with other departments was also improved. Ability grouping was instituted as a form of individualization. Weighted grading offered an added incentive for students to enroll. At the end of the period of growth, six languages were established in the curriculum, as well as courses in etymology. The revitalization process was concluded with an evaluation, which in turn has led to ongoing renewal. The crucial feature in the success of this effort has been involvement of a wide spectrum from the school and community, and continuing cooperation among all participants. (JB)

ED 209 961 FL 012 689

Gaudiani, Claire

Teaching Writing in the Foreign Language Curriculum. Language in Education: Theory and Practice, 43.

Center for Applied Linguistics, Washington, D.C.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No.-ISBN-0-87281-165-4
Pub Date-Nov 81
Contract-400-77-0049
Note-144p.
Available from-Center for Applied Linguistics, 3520 Prospect St., N.W., Washington DC 20007 ($8.95 paper, $15.95 cloth).
Language-English; French; German; Spanish
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Course Content, French, German, Postsecondary Education, *Second Language Instruction, Spanish, Teaching Methods, *Writing (Composition), *Writing Instruction

A text-editing approach to composition in the foreign language classroom is set forth. In a 15-week composition course meeting three times each week, students prepare a weekly composition that they will revise after an in-class text-editing session involving several student papers. The third day is devoted to grammar work. Criteria for evaluating student compositions are set forth. Progress in writing skill is enhanced by careful attention to prose style, and students are encouraged to write pastiches. Finally, students are required to keep a journal. Testing and grading are discussed, and situations commonly encountered by teachers are dealt with. Appendices include suggestions for or samples of personal assessment statement, course introduction for a basic French composition course, grammar mid-term, student evaluation of course, prose style analysis checklist, grammar review sheet, sentence-embedding exercises, and tests. Samples of student work (composition outlines, prose style analyses, and pastiches) are presented, most with the actual text-editing corrections of the teacher. The paper concludes with suggested texts for pastiche exercises. (JB)

HE

ED 209 962 HE 012 242

Corporate Support of Higher Education 1978.
Council for Financial Aid to Education, New York, N.Y.
Pub Date-Nov 79
Note-24p.
Available from-Council for Financial Aid to Education, Inc., 680 Fifth Ave., New York, NY 10019 ($3.00).
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Capital, Educational Finance, *Grants, *Higher Education, Industry, National Surveys, Operating Expenses, Philanthropic Foundations, *Private Financial Support, *School Business Relationship, *Student Financial Aid, Trend Analysis

Identifiers-*Corporate Support

Results of a national study of corporate giving to higher education give reason for optimism in future years. Highlights include: in national estimates, dollar amounts were at a new high at $ 15 million, a 17.2 percent increase over 1977; the biggest three-year gain was seen since 1952-55; however, no gain was seen in the percentage of pretax net income given to education, and there was little change in education's share of total corporate contributions. The survey results themselves show that: funding of company foundations participating in the survey amounted to $419 million, an increase of 46.9 percent over 1977, with foundation grants totaling $27[illegible] million, a 15.2 percent increase; capital support grants as a share of corporate support dropped from 15.1 to 13.7 percent in the year, but unrestricted operating grants as a share of corporate support rose from 16.9 to 18.5 percent in that period. Matching gift programs accounted for 10.7 percent of the 1978 total, while departmental and research support were 17.7 percent and student support rose in dollar amount but fell in percentage of total contributions. Notes on the Internal Revenue Service's tabulation of total corporate contributions and on report definitions and biases are appended. (MSE)

Ekstrom, Ruth B.
Women Faculty: Development, Promotion, and Pay.
Educational Testing Service, Princeton, N.J.
Pub Date-79
Note-6p.; Charts may not reproduce well.
Available from-Educational Testing Service, Princeton, NJ 08541.
Journal Cit-Findings; v5 n2 1979
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Ladders, College Faculty, Comparative Analysis, Doctoral Degrees, Educational Background, Equal Opportunities (Jobs), *Faculty Evaluation, Females, Higher Education, Males, Noninstructional Responsibility, Professors, Research Opportunities, Salary Wage Differentials, Scholarship, *Sex Discrimination, *Teacher Promotion, *Women Faculty

The status of women faculty in colleges and universities is considered. While there has been increased hiring of women on college faculties, women faculty members still lag behind men in rank and salary, even when differences in fields, institutions, and postdoctoral experience are considered. Women presently constitute about 24 percent of the full-time instructional faculty in higher education. Most of the growth in the proportion of women faculty can be attributed to the hiring of individuals under the age of 30 to fill untenured positions. Only 46 percent of women faculty have tenure, compared to 72 percent of men faculty. Women faculty, on the average, receive 17.5 percent less in salary. One of the reasons given for the low percentage of women gaining tenure and the declining number of women full professors is the relatively low number of women who received doctorates before 1970. Once appointed to tenure-track positions, women faculty climb the academic ladder more slowly than men. Since teaching, research, and institutional service are all important factors in the evaluation of faculty for promotion and salary increases, it is necessary to determine if male and female faculty differ in the amount of time they spend doing those things. There is, for instance, a considerable difference between the teaching loads of full-time male and female faculty: women more often are involved in teaching. The evidence about the publication rates of male versus female faculty seems conflicting; however, even when the publication rates of academic women and men are identical, men are promoted more rapidly. The individual's professional visibility and service to the institution as factors often considered for advancement also are addressed. (SW)

ED 209 964 HE 013 291

Edwards, Harry T.
Higher Education and the Unholy Crusade Against Governmental Regulation.
Harvard Univ., Cambridge, Mass. Inst. for Educational Management.
Report No.-ISBN-0-934222-04-5
Pub Date-80
Note-55p.
Available from-Institute for Educational Management, Harvard University, Cambridge, MA ($5.95, quantity discount).
Pub Type- Books (010) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Freedom, College Faculty, College Students, *Court Litigation, *Due Process, Educational Legislation, Equal Opportunities (Jobs), Federal Aid, Federal Legislation, *Federal Regulation, Financial Support, *Government School Relationship, *Higher Education, *Institutional Autonomy, Program Costs, Public Policy, Retrenchment, Student Rights, Teacher Dismissal, Teacher Employment
Identifiers-Sloan Commission on Government and Higher Educ

Issues pertaining to increasing government regulation of higher education, monetary and nonmonetary costs of such regulation, and court cases and legislation that illustrate the academic autonomy versus governmental interference conflict are considered in this book by a circuit judge. It is suggested that although colleges and universities have been involved in governmental regulations and court suits in the 1970s, they have fared well, especially when their dependence on governmental agencies for funding is considered. It is claimed that the criticism that the implementation of federal regulations is draining schools of too much money has not been substantiated. However, no one is sure how much federal regulation costs. It is suggested that as a critical element in society, education cannot expect to continue to be left completely autonomous, particularly since educational institutions have contributed to social injustices. One approach to determine the impact of governmental regulations is to study court opinions that have faced the conflict between the government's desire to implement public policies and the academicians' desire to remain autonomous from governmental interference. Significant legal developments in the following areas of special concern to educators are reviewed: employment discrimination, procedural due process for faculty, financial exigency as a ground for dismissal, procedural due process for students, Title IX, and the Rehabilitation Act of 1973. It is concluded that these developments demonstrate that the doctrine of academic abstention has remained substantially intact. It is predicted that in the next decade the disruptive effects of external regulations will likely decrease. Views expressed by the Sloan Commission on Government and Higher Education are considered. A bibliography is appended. (SW)

ED 209 965 HE 014 173

May, Eleanor G. Hauck, Margo E.

Impact of the University of Virginia on Charlottesville and Albemarle County.

Virginia Univ., Charlottesville. Tayloe Murphy Inst.
Pub Date-May 81
Note-83p.
Available from-Tayloe Murphy Institute, Dynamics Building, 2015 Ivy Road, Charlottesville, VA 22903.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Athletics, College Libraries, Community Attitudes, *Community Benefits, *Community Involvement, Community Surveys, Consultation Programs, Continuing Education, Cultural Activities, *Economic Factors, Employment Opportunities, Higher Education, Information Dissemination, Institutional Research, Medical Services, *School Business Relationship, *School Community Relationship, Speeches, *State Universities
Identifiers-*University of Virginia, Virginia (Albemarle County), *Virginia (Charlottesville)

The economic impact and the cultural and community service impact of the University of Virginia on Charlottesville and Albemarle County were assessed. The economic activity was measured in terms of business volume, personal income, and employment, while the cultural and community impact of the university was measured by residents' use of facilities and events. It was found that in 1979-80, the University of Virginia, directly or indirectly, accounted for over $307 million of the Charlottesville-Albemarle business volume. Through expenditures by staff, students, and visitors, additional indirect expenditures also resulted. The data were developed through the use of an adaptation of the models developed by John Caffrey and Herbert H. Isaacs, and a schematic representation and description of the models are appended. The university is the largest employer of the area, and it is estimated that the university helped to generate personal income of nearly $232 million in the area. A survey of businesses and residents indicated that the university's events and facilities available to the public could be categorized as educational , research, community service, and public events. The educational category included continuing education courses, seminars, and lectures, while research functions include use of the libraries, research and publications developed by the university, and consultations by faculty members. The community service category included medical services and career placement. The heaviest usage by both the business community and residents was for athletic, cultural, and social public events sponsored by the university. The survey methodology is described, and sample questionnaires are appended. (SW)

ED 209 966 HE 014 20[illegible]

Wallace, H. Lew And Others

An Interdisciplinary Mastery Learning Program for High-Risk'' Students.

Pub Date-Apr 80

Note-8p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement Gains, *Basic Skills, College Students, *Developmental Studies Programs, Experimental Programs, Higher Education, *High Risk Students, History Instruction, Interdisciplinary Approach, Library Skills, *Mastery Learning, *Study Skills, Writing Skills

Identifiers-*Northern Kentucky University

A project was undertaken by three faculty members at Northern Kentucky University (a history teacher, a reading specialist, and a composition teacher) to apply their own experiences and the research of others into a systematic and comprehensive mastery learning program for developmental classes in the spring of 1980. The program was designed to help students read more efficiently, take intelligent notes, take essay and comprehensive exams, do independent problem-solving library research, and produce high quality English themes. The program was to be interdisciplinary in approach and content, and assignments were developed specifically to meet these general objectives. Summative evaluation was based on a comprehensive history examination, the results compared with those of a related but nondevelopmental class; essays read and evaluated by instructors who did not know which class they were from; evaluation of library exercises by outside instructors; and a critique by the students, a committee of faculty most involved in developmental education, and the Teaching Effectiveness Task Force on campus. Problems encountered included the fast pace of the course (with some loss of students) and imposing the course schedule on evaluators outside the program. However, results showed the highest scores registered by the high-risk students, and the class average was considerably higher than that of the other class. Some students made dramatic gains, with half the class scoring in the 90th percentile. It is concluded that 17 of the 27 developmental students would have no trouble competing in composition classes, and at least nine could be expected to do above-average work. (MSE)

ED 209 967 HE 014 314

Morris, Frances J. And Others

Kentucky Articulation Project in Clinical Laboratory Sciences.

Kentucky Council on Public Higher Education, Frankfort.

Spons Agency-Health Resources Administration (DHHS/PHS), Hyattsville, Md. Bureau of Health Professions.

Pub Date-24 Jun 81

Grant-HRA-5-D12-AH-90062-03

Note-46p.; Paper presented at the Annual Meeting of the American Society of Medical Technology (49th, Miami, FL, June 24, 1981).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Admission (School), *Allied Health Occupations Education, *Articulation (Education), Clinical Experience, College Admission, Credits, Higher Education, Information Dissemination, *Information Systems, Institutional Cooperation, Intercollegiate Cooperation, Laboratory Technology, *Medical Laboratory Assistants, Postsecondary Education, *Statewide Planning, *Transfer Policy

Identifiers-Clinical Laboratory Occupations, *Kentucky

The Kentucky Council on Higher Education used a federal grant to develop a statewide articulation system in six allied health disciplines, one of which is the Clinical Laboratory Sciences. An in-depth study of admissions procedures, transfer policies, and curricula at the eight state-supported higher education institutions as well as private, proprietary, and vocational-technical schools in the state was conducted. Transfer policy statements and mechanisms for converting credit hours are charted for each institution. Courses were grouped in seven categories, clock-hour averages were compared for the categories, and recommendations were made for structuring programs according to need for courses. The model articulated curriculum, to be adapted to each institution's needs, is charted and allows for articulation of clinical laboratory science courses at three program levels: one-year, two-year, and four-year programs. An ongoing articulation effort is recommended that would have three phases: (1) dissemination of information gathered and compiled in the study, (2) establishment of a central articulation information and coordination clearinghouse, and (3) articulation implementation and maintenance, with feedback to the second coordination phase. (MSE)

ED 209 968 HE 014 316

Vittetoe, Marie Morris, Frances J.

Techniques and Strategies in Clinical Laboratory Science Education.

Pub Date-May 81
Note-33p.; Paper presented at the Annual Meeting of the American Society for Medical Technology (June 1981).
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Allied Health Occupations Education, *Clinical Teaching (Health Professions), Discussion (Teaching Technique), Educational Technology, Higher Education, Interpersonal Competence, Laboratory Procedures, Lecture Method, *Medical Technologists, National Surveys, Occupational Surveys, Questionnaires, Student Teacher Relationship, *Teacher Effectiveness, *Teaching Methods
Identifiers-Clinical Laboratory Occupations

A mailed survey sent to faculty from 132 medical technology schools, 64 medical laboratory technician schools, and 58 certified laboratory assistant schools yielded 355 responses concerning most frequently vs. least frequently used teaching techniques and most effective vs. least effective teaching techniques. Information on where and how professional attitudes and human relations skills were taught was also obtained. The raw numbers results are reported in tabular form from which rank ordered lists have been generated. In general, the teaching techniques reported to be most frequently used and most effective are those methods that are efficient (e.g., lecture and discussion) and that involve a high degree of student/faculty interaction (e.g., demonstration with return and problem-solving). Techniques reported least frequently used and least effective were lecture only, self-instruction, and programmed learning. Professional attitudes and human relations skills are reportedly taught (1) in the clinical laboratory, (2) through specific course content, and (3) integrated throughout the program. Role models, lecture and simulations were given as ways in which these skills were imparted. The data from this survey will be subjected to statistical analysis and will be reported at a later date. It speculated that differences in techniques and strategies used in clinical laboratory education have changed with educational technology and that further advances will be noted due to cultural, sociological, technological, economic and societal changes in the future. On-going studies are recommended. The survey form is appended. (Author/MSE)

ED 209 969 HE 014 319

Seagren, Alan T. And Others

Strategies for the Internal Development of Summer Sessions.

Pub Date-Nov 80

Note-25p.; Paper presented at the Conference of the North American Association of Summer Sessions (Charlotte, NC, November 1980).

Pub Type- Reports - Descriptive (141) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrative Organization, *Administrator Role, Budgeting, Change Strategies, College Administration, College Role, Deans, Faculty Recruitment, Governance, Higher Education, Leadership Qualities, Models, *Organizational Effectiveness, *Program Administration, *Summer Schools

Identifiers-*University of Nebraska Lincoln

Organizational matters and strategies useful in developing more effective collegiate summer sessions are discussed, and examples of some productive strategies at the University of Nebraska-Lincoln are reported. Four elements of organizational structure in higher education considered are organizational environment, mission and goals, governance processes, and structure and management. Issues to be addressed in each of these categories are outlined. Three models of leadership/management based on the interrelationships between summer sessions and other parts of the organization are suggested: dependent, reactive, and proactive. The role of summer sessions in three areas is questioned: in determining course offerings, in faculty selection and recruitment, and in budget and student affairs. It is suggested that directors of college summer sessions look carefully at ways to strengthen the summer sessions position in relation to each of the four elements of organizational structure. (MSE)

ED 209 970 HE 014 405

Residence and Migration of College Students. Fall 1979.

Virginia State Council of Higher Education, Richmond.
Pub Date-Jun 81
Note-19p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Bound Students, College Freshmen, College Students, *Declining Enrollment, *Enrollment Trends, Full Time Students, Higher Education, In State Students, Migration, *Out of State Students, *Student Mobility, Student Recruitment
Identifiers-*Virginia

The migration of students into and out of Virginia in the fall of 1979 was examined for first-time, full-time students enrolled as undergraduate (freshmen or transfers), first-professional, graduate, or unclassified. Overall, Virginia ranks eighth in the United States in terms of students migrating into the state. It is expected that between 1980 and 1985, Virginia's 18 to 21-year-old population will decrease by over 52,000 (12 percent) and that the number of public high school graduates will decrease by 11,000 (16 percent). The decline will affect the first-time freshmen enrollment, which in Virginia is 80 percent in-state students. The anticipated decline of 18-year-olds in Virginia is modest compared to the expected decline in states drawing large numbers of Virginia students. Out-of-state institutions operating in Virginia continue to enroll significant numbers of students (especially Maryland, New York, New Jersey, North Carolina and Pennsylvania), although several states are conducting recruitment programs to keep high school graduates in their home state institutions. In the fall of 1979, Virginia experienced a net in-migration of new students. If this trend continues, higher education in Virginia can expect to maintain enrollment levels at or better than national norms. It is suggested that if out-of-state student numbers decline, Virginia should begin a program designed to reduce the number of high school graduates who leave the Commonwealth for higher education. (CC)

ED 209 971 HE 014 406

Hairston, Creasie Finney, Ed.
A Survey of Graduates of the University of Tennessee School of Social Work.
Tennessee Univ., Knoxville. School of Social Work.
Pub Date-Mar 80
Note-90p.
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Blacks, *College Graduates, Education Work Relationship, *Employment Patterns, Females, Graduate Surveys, Higher Education, Questionnaires, Relevance (Education), *Salaries, Salary Wage Differentials, *Social Work
Identifiers-*University of Tennessee

Findings are reported of a survey of the University of Tennessee School of Social Work (UTSSW) alumni conducted during 1978, which sought to identify ways to improve the school's graduate program, to strengthen its ability to serve its graduates, and to develop further knowledge in the area of social work manpower. The first paper, A Descriptive Study of Graduates of the University of Tennessee School of Social Work,'' by Creasie Finney Hairston, is the general survey report and makes up the bulk of the document. The respondents, their work settings, and their views about educational preparation and work experiences are described. Responses of persons trained in the school's treatment specialization are compared with the responses of those trained in the administration and planning specialization. Implications for curriculum development are noted. In the second article, Profile of 20 UTSSW Black Alumni,'' by Art Knighton, the respondents are examined to raise issues and identify areas for future research, including why there was such a low survey response among blacks and why there were no black alumni respondents working in social welfare administration and planning areas.

Employment Patterns and Salaries of Female Graduates of the University of Tennessee School of Social Work,'' by Claire F. Lowry, compares male and female employment patterns, administrative responsibilities and salaries. No clear indications of the changing status of women in social work were found. The survey instrument is appended. (Author/LC)

ED 209 972 HE 014 415

The Virginia Plan for Higher Education 1979. Institutional Statistical Profile.

Virginia State Council of Higher Education, Richmond.

Pub Date-79

Note-621p.; For related document see HE 014 416.

Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)

EDRS Price - MF03/PC25 Plus Postage.

Descriptors-College Applicants, Comparative Analysis, Costs, Credit Courses, Degrees (Academic), Educational Facilities, Educational Objectives, Educational Philosophy, *Enrollment, Expenditures, *Higher Education, Income, Intellectual Disciplines, Organizational Objectives, Private Colleges, Research, State Colleges, *Statewide Planning, Statistical Analysis, Student Characteristics, Tenure

Identifiers-Mission Statements

Statistical profiles of Virginia public institutions, community colleges, and independent institutions are accompanied by brief statements of the institution's history, purpose, commitments to instruction, research, public service, and future development. Statistical data for each of the 39 public and 31 private institutions (1977-1978) include the following: enrollments, academic degree programs, physical facilities, degree-granting levels, institutional organization, institutional operating and capital outlay appropriations, and expenditures. Enrollment data in tabular form include: total enrollment; enrollment by age, level, sex, and race; actual and projected enrollment; admissions applications by level; noncredit registrants; and percent of headcount enrollment by county. Other statistics include tenure of full-time instructional faculty, credit hours by discipline, credit hours by level, degrees conferred, direct cost per credit hour, expenditures, sources of revenues, approved degree programs, degree programs approved for initiation in 1980-82, and research expenditures by discipline. Duties of the State Council of Higher Education that affect the institutional statement of mission are briefly described in the introduction. (CC)

ED 209 973 HE 014 416

The Virginia Plan for Higher Education 1979.
Virginia State Council of Higher Education, Richmond.
Pub Date-79
Note-205p.; For related document see HE 014 415. Photographs may not reproduce well.
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*College Role, Educational Objectives, *Educational Philosophy, Educational Supply, *Enrollment Influences, External Degree Programs, *Higher Education, Liberal Arts, Master Plans, Organizational Objectives, Private Colleges, Resource Allocation, State Colleges, *Statewide Planning, Statistical Analysis, Teacher Education, Teacher Salaries, Urban Universities
Identifiers-*Mission Statements

Virginia's higher education system is reviewed in a state report that provides mission narratives from each of the Commonwealth's state-supported and independent institutions. After a statewide statistical profile, the following issues are discussed: enrollment issues, the emerging role of Virginia's urban universities, teacher education programs, higher education finance in the 1980s, future support for research, and off-campus credit courses and programs. Factors that will influence higher education and the continued development of Virginia's colleges and universities are identified, including: (1) the period of generally stabilizing enrollments, which should be used to consolidate the resources; (2) unnecessary growth and duplication, which can be diminished by reducing expenditures for academic programs with saturated labor markets and by shifting funds and staff; and (3) the rejuvenation of the liberal arts and sciences into energy research and new careers. It is shown that Virginia ranks 22nd in appropriations per capita for higher education but has recorded the 11th greatest gain in appropriations over a ten-year period; average faculty salaries at state-supported colleges and universities are still generally below the U.S. average; and the state-supported system has added almost 70,000 students since 1974. For each of the 39 state-supported and 31 private institutions, information is presented on: its history and development; purpose; extent of the institution's mix of instruction, research, and public service; and future directions to 1990. (CC)

ED 209 974

HE 014 441

Hamblen, John W.

Computer Manpower Supply and Demand by States.

District of Columbia Univ., Washington, D.C. Dept. of Adult Education.

Pub Date-Jan 79

Grant-NSF-SED-75-17157

Note-48p.; Not available in paper copy due to small print.

Available from-Information Systems Consultants, R. R. 1, Box 256 A, St. James, MO 65559 ($7.50).

Pub Type- Numerical/Quantitative Data (110) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Associate Degrees, Bachelors Degrees, College Graduates, *Computer Science Education, Data Processing, *Demand Occupations, Doctoral Programs, Geographic Distribution, Graduate Study, Higher Education, Information Science, *Labor Force Development, Masters Programs, Postsecondary Education, *Professional Education, Statistical Analysis, *Vocational Education

Based on a 1974 survey of over 1500 higher education institutions, data are presented that project professional computer manpower availability. Statistics for 1966 to 1979 are provided on associates, bachelors, masters, and doctoral degree programs in computer science, data processing, information science, etc.; majors enrolled; numbers of degree programs and graduates in computer fields; estimates of manpower produced by postsecondary vocational education institutions; estimated distribution of computer staff by level of education desired for replacements (overall and by state) and of computer installations by state; estimated manpower utilization by academic departments for programs in computer science, and by computer centers in U.S. colleges and universities; and computer manpower needs and estimated production by postsecondary institutions by state. Large numbers of personnel are shown to have been able to enter the computer manpower pool in the past with little training. It is noted that large amounts of federal and state funds were poured into the vocational and two-year programs, but that there should be a weeding out of the weakest postsecondary programs. Secondary schools should provide enough computer education so that the student can learn to live comfortably in a computer-assisted environment and also to judge whether they wish to pursue a postsecondary program of study. The names of institutions reporting the offer of degree programs are appended, including the name of the degree program, the department name, majors enrolled, and graduates for 1976-1977. (CC)

ED 209 975 HE 014 445

Levine, Daniel U. Mares, Kenneth R.

Relationships between Geographic Origins, Externship Placement, and Practice Location Subsequent to Graduation of UMKC School of Pharmacy Students.

Western Missouri Area Health Education Center, Kansas City.

Pub Date-Sep 81

Note-20p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Clinical Experience, Community Health Services, *Geographic Distribution, Health Personnel, Higher Education, Institutional Research, *Pharmaceutical Education, *Pharmacists, Placement, *Rural Areas

Identifiers-*Medically Underserved Areas, *University of Missouri Kansas City

The relationships among geographic origins, externship placement, and post-graduation practice location of University of Missouri Kansas City (UMKC) 1977-79 pharmacy graduates were studied. The aim was to help select, prepare, and encourage students to locate in underserved communities. It is assumed the data can help decide whether to retain, expand, or eliminate policies that influence practice location after graduation. Variables include: population of community of high school graduation, percentage of pharmaceutical requirements met in the community of high school graduation, population of community of first externship, population of community of second externship, percent of pharmaceutical requirements met in the community of first externship, percent of pharmaceutical requirements met in the community of second externship, sex, and type of first and second externship. The findings show that: (1) students from high schools in small- or medium-size communities and/or high- or medium-need communities are more likely to locate in small- or medium-size, high- or medium-need communities than were students who graduated from high schools in large and/or low-need communities; (2) population and need of the communities in which externships were served generally are associated with location in small or medium-size, high- or medium-need communities; (3) student's sex is not associated with location in communities classified by size or by pharmaceutical need; (4) type of externship is not consistently associated with the decision to locate in high- or medium-need communities (combined); (5) very few students from large and/or low-need communities locate in high-need communities after graduation. In general, it is suggested that if a goal of the UMKC School of Pharmacy is to place sufficient numbers of students in relatively high-need communities, some preference should be given to applicants from small- or medium-size communities, particularly during the first externship. (CC)

ED 209 976 HE 014 446

Bebeau, Muriel J. Loupe, Michael J.

Masculine and Feminine Personality Attributes of Dental Students and Attitudes Toward Women's Roles in Society.

Pub Date-81

Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Androgyny, *Attitude Measures, Comparative Analysis, *Dental Assistants, Dental Health, *Dental Hygienists, Dentistry, *Dentists, Females, Higher Education, Males, *Personality Assessment, Professional Education, Role Models, *Sex Role, Sex Stereotypes

Egalitarian attitudes and the personality traits of instrumentality (masculinity) and expressiveness (femininity) were examined for 314 male and 71 female dental students and for women in dental auxiliary programs. The objectives were to (1) investigate their possible correlates (e.g., parental occupation, status, age) and to compare the attitudes toward societal roles of women held by professional and paraprofessional groups with the attitudes of the general population and (2) examine dental students' self-reports of masculine/feminine attributes. The Attitude Toward Women Scale (AWS) and the Personal Attributes Questionnaire (PAQ) were administered to three classes of dental students, female dental hygiene students, and women in the dental assisting program at the University of Minnesota. Among the conclusions are the following: (1) Women who enter dentistry are different from college women in general stronger on the instrumentality trait and weaker on the expressiveness trait and also hold more egalitarian attitudes towards women's roles. Except for their attitudes towards women's roles, these women are much more similar to dental men than to other women. (2) Professional men are only slightly different from college men on the masculinity trait, with slightly though significantly higher scores and slightly more egalitarian attitudes toward the roles of women. (3) A comparison between dental students and a group of established professionals seems to suggest that women entering dentistry do so because they are like the men of dentistry. Questions for research as well as for professional education in U.S. dental schools are posed on desirable gender-associated personality attributes for the dental health practitioner, and the effect of these characteristics on patient treatment styles, public access to dental care, and the individual's oral health condition. (CC)

ED 209 977 HE 014 447

The Federal Role in the Federal System: The Dynamics of Growth. The Evolution of a Problematic Partnership: The Feds and Higher Education. A Commission Report.

Advisory Commission on Intergovernmental Relations, Washington, D.C.
Report No.-ACIR-A-82
Pub Date-May 81
Note-67p.
Available from-Advisory Commission on Intergovernmental Relations, Washington, DC 20575.
Pub Type- Reports - Descriptive (141) - Historical Materials (060)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational History, *Educational Legislation, *Federal Aid, Federal Programs, Federal Regulation, *Government Role, *Government School Relationship, *Higher Education, Lobbying, *Policy Formation, Politics, Public Agencies, Public Policy, Tax Credits, Tuition

The federal contribution to higher education is discussed in terms of the evolution of its role from 1787 to 1958, the growing regulatory presence, the National Defense Education Act, the Higher Education Acts of 1963 and 1965, the 1972 Higher Education Amendments, and recent legislative actions. Specific chapter discussions cover the following: postwar trends, federal land grants for higher education, the Morrill Land Grant College Act, the G.I. Bill, federal research grants to universities, equal opportunity policies, the politics of regulation, Title IX, the Family Educational Rights and Privacy Act of 1964 (the Buckley Amendment), tuition tax credits, the Department of Education, policy analysis, constraints on the federal role, and speculation on the future. The following appear in tabular form: estimated expenditures of institutions of higher education, by source of funds, alternate years (1960-1976); estimated expenditures of different forms of federal aid by institutions of higher education, alternate years (1960-1970); trends in costs of implementing federally mandated social programs (1965-1975); total outlays for higher education, by source of funds, selected years (1939-1970); federal funds as a percentage of the total current income of universities and colleges, by control of institution (1939-1970); estimated expenditures of institutions of higher education, by source of funds, selected years (1960-1977); and the development of Washington representation in higher education. It is shown that the scope of the federal contribution to higher education has grown since World War II. In fiscal 1977, the federal budget for higher education was approximately $11.75 billion and growing. Including all major forms of aid, this constitutes about one-fifth of all funds spent by public institutions of higher learning and about one-third of total private school funds. (CC)

The Organization and Administration of Graduate Schools in the U.S.

Council of Graduate Schools in the U.S., Washington, D.C.

Pub Date-Jun 81
Note-14p.
Available from-Council of Graduate Schools in the United States, 1 Dupont Circle, NW, Suite 310, Washington, DC 20036.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Organization, Administrator Role, Admissions Officers, *College Administration, Degree Requirements, *Educational Philosophy, Educational Quality, Futures (of Society), Graduate School Faculty, *Graduate Study, Higher Education, Organizational Objectives, Position Papers, Research Directors, Resource Allocation, Student Financial Aid Officers

A statement of principles and practices of graduate education in the 1980's offers to help institutions plan and evaluate the organiztion and administration of their graduate schools. It is argued that institutional goals and practices in higher education will be subject to close scrutiny and change in the coming decade. Changes forecast include budgetary shift and reevaluation of societal needs that will require assessment of traditional objectives in advanced educational programs that have been assumed in times past. A total commitment to quality of the educational experience will be demanded of academic institutions involved in graduate programs. In order for this commitment to be implemented, it will be essential for institutions to define the appropriate administrative structures and intellectual environments necessary to meet and participate in events that will shape advanced education in the future. Each institutional environment will be called upon to meet unique needs that will serve different kinds of students and programs. It is suggested that the chief graduate school officer be a person who occupies a prominent position in the decision-making processes of the academic institution. Such a person should participate directly in academic and resource allocations and administration of research. In addition the graduate school officer should be responsibile for the administration of such graduate student affairs as admissions, financial aid, examining committees, degree requirements and, jointly with the graduate council, the review of graduate programs for their educational quality. (CC)

Research into Higher Education: An Overview. R&D for Higher Education, 1981:2.

National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.

Pub Date-81

Note-19p.

Available from-National Board of Universities and Colleges, R&D Unit, P.O. Box 45501, S-104 30, Stockholm, Sweden.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Advisory Committees, Cognitive Development, *College Role, Educational Benefits, *Educational Research, Foreign Countries, *Higher Education, Information Dissemination, Learning Processes, *Professional Education, Professional Occupations, Research Projects, *Research Utilization, *Student Development

Identifiers-*Sweden

Information on research efforts concerning higher education in Sweden is presented. Questions that have been addressed by the Swedish research program in the past five years have included the long-term social effects of higher education activities, the knowledge traditions of higher education programs, and the conditions of research with and outside the higher education system. Specific topics include: the process by which professional knowledge is acquired in occupations (e.g., economists, engineers, doctors, and psychologists); students' concept formation and knowledge development and the manner in which they acquire attitudes and values concerning what is essential to their professions; changes in cognitive capacity and linguistic proficiency during studies and for a number of years of vocational activity, particularly among teachers, but also among engineers and doctors. The cognitive, human, and social attitudes conveyed by some of the new programs are being analyzed in a number of projects through interviews with teachers, other practitioners, and policy-makers regarding the training of nurses, social workers, and preschool teachers. Additional studies concern the history of ideas with reference to the specialization and professionalization of medical practice, research training in some of the humanities, the properties of research that influence its use outside the higher education system, and decision-making processes regarding the use of research. In addition to research projects, conferences and seminars are conducted, and two special advisory groups provide support for the research program. A list of current research projects and surveys, information on program costs, and the composition of the advisory groups, and a list of conferences and meetings are appended. (SW)

ED 209 980 HE 014 469

Frances, Carol Coldren, Sharon L.

Capital Formation in Higher Education.

American Council on Education, Washington, D.C. Policy Analysis Service.
Pub Date-May 81
Note-56p.; Background report prepared for the Business-Higher Education Forum (Task Force on Capital Formation). Some tables may not reproduce well.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-College Role, *Economic Factors, Educational Equipment, Educational Facilities, *Educational Finance, Financial Needs, *Financial Problems, *Financial Support, *Higher Education, Industry, Needs Assessment, Private Financial Support, Research Projects, Research Utilization, *School Business Relationship

The need for new capital in higher education and major areas where the interests of the business and higher education communities are aligned are considered. Higher education is a major employer and makes a large contribution to the gross national product. Human capital has become the accepted term for referring to the contribution of education, advances in knowledge, and research and development to economic growth. The funding, performance, and utilization of research and development links industry and higher education directly in capital investment in knowledge. Universities and colleges (and their associated federally-funded research and development centers) perform 50 percent of the basic research, 15 percent of the applied research, and 2 percent of the development work in the United States. Higher education is beginning the 1980s with a seriously eroded capital base in that: expansion of educational facilities has slowed down, but buildings and equipment need to be renewed; equipment used in teaching and research at colleges is much older than that used in industry; faculty are losing purchasing power faster than professional workers generally; and financial reserves are being drawn down faster than they are being replenished. Recommendations include: advocating greater national support for research and development; supporting enhanced tax incentives to donors to promote voluntary contributions to colleges; and undertaking a major baseline study of the capital stock of higher education, its location, condition, and utilization, and its adequacy for meeting U.S. educational needs in the 1980s. A bibliography is appended. (SW)

ED 209 981 HE 014 470

Coldren, Sharon L. Mitchell, Cecilia

Energy Management Needs; A Project to Develop Solutions for Higher Education's Energy Problems in the 1980's.

American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.

Spons Agency-Energy Task Force, Washington, D.C.

Pub Date-21 Aug 81

Note-98p.; Some tables may not reproduce well.

Pub Type- Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Campus Planning, Case Studies, *College Administration, *College Buildings, Educational Finance, *Energy Conservation, *Fuel Consumption, Fuels, Higher Education, Industry, *Information Needs, Public Policy, School Surveys

Current patterns of energy management within higher education institutions and energy-related information and services that are needed by senior administrators and others to develop and improve energy management and planning on campus were studied. The findings and recommendations will be used to help develop a new research and action program for the American Council on Education's Energy Task Force. Extensive interviews were conducted with top administrators, faculty, and student representatives at 10 college and university campuses. Interviews also were conducted with government and industry personnel to learn about their perceptions of higher education's energy condition, and to determine what assistance is, or could be, available to higher education. While the clear responsibility for energy management was within physical plant operations at each campus, the styles ranged from specific staff assigned to energy conservation to simple pursuit of ad hoc efforts within the whole maintenance program. Colleges identified local utility companies and vendors as the knowledge resources they rely on most often, followed by the expertise of other administrators and professionals. Additional topics that were surveyed include: energy usage and costs, contingency planning, public relations efforts, efficient heat and electric production, additional sources of fuel, financing energy conservation, and financing capital improvements. Energy usage in higher education and industry are compared, and national policy is considered. An annotated bibliography, case studies bibliography, listing of indexes and periodicals, and a literature and services review are appended. (SW)

McComas, James D.

Enhancing the Quality of Teaching, Research, and Service at Mississippi State University.

Mississippi State Univ., Mississippi State.
Pub Date-22 Aug 81
Note-11p.; Paper presented at a Staff Development Conference for Mississippi State University Faculty (Lake Tiak O'Khata, Louisville, MS, August 22, 1981).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Advising, Ancillary School Services, Budgeting, College Environment, *College Role, *Educational Quality, *Educational Resources, Evaluation Criteria, Graduate Study, Higher Education, *Institutional Characteristics, Program Costs, *Reputation, Research, Resource Allocation, *State Universities, Student Characteristics, Student College Relationship
Identifiers-*Mississippi State University

Factors that influence the quality of higher education at Mississippi State University are considered. Quality in higher education is influenced by the background and competence of the faculty and staff, the kinds of students enrolled in programs, resources available, past history, and the current reputation of the university. Mississippi's system of reimbursement for a university's programs does not consider quality but is a credit driven formula. It is suggested that the board of trustees should alter the formula to acknowledge the time and effort faculty invest in doctoral programs. Efforts to increase institutional production of student credit hours, faculty loads, and credit hours per student could generate funds to support existing programs. Resources are needed to encourage innovation and promote enriching activities for students and faculty. Additional areas that pertain to educational quality include: improving the student advising system and increasing the kind and quality of interaction with students; increasing the use of library resources and making courses more challenging; encouraging alumni to be concerned about the university's academic programs; improving support services; promoting high institutional morale to create a positive climate for teaching, research, and service; defining/refining indices of quality in each discipline; and allowing for different kinds of expectations for departments. It is suggested that institutional quality and reputations are developed over a sustained period of time and that regional and national reputations are based on a university's programs in graduate education and research. (SW)

ED 209 983 HE 014 502

Floyd, Carol Everly

Organizational Goals and Self-Maintenance in Public Higher Education Coordination: The University of Illinois and the Illinois Board of Higher Education During the 1960's.

Pub Date-Nov 79

Note-20p.; Paper presented at the Annual Meeting of the Southern Political Science Association (Gatlinberg, TN, November 1-3, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Agency Role, *Board of Education Role, *College Planning, Conflict Resolution, Educational History, Governance, *Government School Relationship, Higher Education, Leadership Responsibility, *Master Plans, Multicampus Colleges, Organizational Climate, Organizational Objectives, School Location, State Boards of Education, State Universities, *Statewide Planning, Success, Urban Universities

Identifiers-*Illinois State Board of Higher Education, *University of Illinois

The institutional goals of the University of Illinois and the Illinois Board of Higher Education during the 1960s and conflict between the two entities are examined. One goal of the University of Illinois was to develop new general purpose campuses in the urban areas of the state in order to increase its educational services to the state. One goal of the Illinois Board of Higher Education was to provide effective leadership for statewide master plans for public higher education. Attention is directed to the importance of the goals, actions blocking goal attainment, and degree of goal attainment. Differences in organizational circumstances of the two groups are examined to help determine whether the goals are central to institutional self-maintenance. The university's goal of adding new general purpose campuses was directly frustrated by the board's rejection of the plans of The University of Illinois and Plans for the Future,'' and by denial of governance of the Chicago and Springfield campuses provided for in Master Plan II. The board's goal of providing strong leadership in statewide master planning was partially blocked by the mere existence of University of Illinois statewide planning initiatives. The board was able to protect its goal by denying the fruit of the University's planning initiatives. For the university, the goal of adding new general purpose campuses was important but only one among a broad set of goals typical of the comprehensive university. It is suggested that the goal of providing strong leadership in statewide master planning was central to the board's self-maintenance. (SW)

ED 209 984 HE 014 521

Tickton, Sidney G. And Others

1981 Idea Handbook for Colleges and Universities: Educational Opportunities for Handicapped Students.

Academy for Educational Development, Inc., Washington, D.C.
Spons Agency-Claude Worthington Benedum Foundation, Pittsburgh, Pa.
Pub Date-Sep 81
Note-135p.
Available from-Academy for Educational Development, 1414 Twenty-second Street, N.W., Washington, DC 20037 ($5.00, Prepaid).
Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Accessibility (for Disabled), *Ancillary School Services, Awards, Career Development, College Environment, *College Students, Counselor Training, Deafness, Developmental Disabilities, *Disabilities, Employment Potential, Exceptional Persons, Faculty Development, Fund Raising, Higher Education, Home Instruction, Intercollegiate Cooperation, Mental Retardation, Physical Disabilities, Recognition (Achievement), Recreational Programs, School Orientation, Specialists, *Special Programs, Student College Relationship, Student Needs, Student Organizations, Technical Education, Vocational Rehabilitation

A compendium of innovative approaches, practical ideas, and notable programs devised by colleges and universities to provide or improve educational and career opportunities for physically, mentally, and developmentally disabled persons is presented. The examples describe what 166 colleges and universities have done to serve handicapped students, how they did it, and what the results were. Ideas are presented on the following areas: orienting disabled students to campus, delivering education to homebound students, establishing support services for disabled students, training personnel to work with disabled persons, adapting technical training for disabled students, increasing awareness about disabilities on campus and in the community, assisting disabled students prepare for employment, promoting recreational programs for disabled students, adopting technology to serve disabled students, forming disabled student organizations, exchanging program ideas among institutions, and raising funds to provide education to disabled students. An alphabetical listing by institutions of the 166 nominated programs are appended, along with principal contact name, address, and phone number. Summary descriptions of programs, approaches, and results for institutions that received certificates of achievement, information on special awards of computer equipment to create new careers for disabled persons, and information on special awards of $15,000 grants to advance employment of disabled persons also are appended. (SW)

ED 209 985 HE 014 529

Parochka, Jacqueline And Others

Continuing Education and the Relationship to the Profession.

Pub Date-81
Note-11p.; Paper presented at the Annual Meeting of the American Society for Medical Technology (1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Objectives, *Certification, Course Content, Delivery Systems, Educational History, *Educational Needs, Health Services, Higher Education, Individual Needs, Laboratory Technology, Medical Associations, *Medical Technologists, *Needs Assessment, *Professional Continuing Education, Standards, Teaching Methods
Identifiers-*American Society for Medical Technology

Ideas underlying both professional and public attitudes toward continuing education in clinical laboratory science are examined, and the history of the American Society for Medical Technology (ASMT) in continuing education is traced. Continuing education may be defined as any systematic effort developed by a clinical laboratory scientist to update and expand knowledge and skills. A pertinent issue is whether mandatory or compulsory continuing education has any demonstrable beneficial effects on the health care of the public and on the provision of timely and effective care. It is suggested that more research is needed to determine how, or if, continuing education affects the competence of the laboratory professional's performance. All continuing education programs sponsored or approved by ASMT should: identify participant's perceived needs and needs demonstrated by proficiency tests, performance evaluations, or accreditation inspections; specify financial and manpower resources; determine whether behavioral objectives correlate with needs; base course content and instructional strategies on objectives to maximize transfer of knowledge of skills; and evaluate student learning and long-term course outcomes. It is suggested that the upsurge of mandatory continuing education during the 1970s is almost certain to continue, and that licensing or certification is increasingly becoming prevalent. Examples of continued learning experiences under the following categories are identified: formalized and nonformalized learning experiences; self-directed learning, participation in ASMT at various levels, formalized tours, and program contribution for continuing education. (SW)

Dowling, Noreen G. Stumbo, Diana
Public Service Research at University of California, Davis.
Pub Date-20 Aug 81
Note-19p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Guelph, Canada, August 20, 1981).
Available from-Sociological Abstracts Reproduction Service, P.O. Box 22206, San Diego, CA 92122 ($5.00).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Freedom, College Faculty, *Cooperative Programs, Coordination, Government Employees, *Government School Relationship, Higher Education, *Information Dissemination, Institutional Autonomy, Interprofessional Relationship, Models, *Public Policy, Researchers, Research Problems, *Research Projects, Technical Assistance
Identifiers-*Kellogg Public Service Research Program, Public Service, *University of California Davis

Problems relating to cooperative efforts between universities and government are considered, and an approach used in the Kellogg Public Service Research Program at the University of California, Davis, is described. This program facilitates collaborative research on policy issues and also information dissemination between the university and public agencies. Constraints on university-government collaboration include logistical problems, including the inability of staff to effectively align schedules, methods, and personal needs. Difficulties associated with cooperative efforts can result from organizational structures of colleges and agencies and barriers such as rapid turnover in government, timely responses to immediate needs, and funding questions. The Kellogg Public Service Research Program model involves: identification of an important issue or policy question; development of a work plan and time frame; and review of the project to assure that it meets scholarly standards and demonstrates the expected degree of collaborative contributions. The collaborative research projects are conducted by faculty and agency staff, with students serving as assistants to the faculty or as the primary link between the university and agency. Conferences, workshops, and symposia are appropriate vehicles for information dissemination and for exploring various sides of an issue, producing an action strategy, or teaching a skill. Additionally, commissioned papers make the issues known to the public as well as contribute to the institutions. The question of whether public policy research is a threat to academic autonomy and the appropriate directions for research are considered. (SW)

ED 209 987 HE 014 532

Sidel, Celia Marie McCullough

Personal Development and Comprehensive Support Services.

Pub Date-80
Note-13p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Advising, *Ancillary School Services, *College Students, Educationally Disadvantaged, Helping Relationship, Higher Education, *High Risk Students, Interpersonal Relationship, Potential Dropouts, Referral, Self Concept, *Student Adjustment, Student College Relationship, Student Motivation, Student Needs, Students, *Tutoring
Identifiers-*University of Tennessee Knoxville

Holistic educational advancement programs at the University of Tennessee, Knoxville, that are designed to develop the potential of underprepared and disadvantaged students are considered. Obstacles to success that might confront disadvantaged students include problems in adjustment to university life, loneliness, and negative self-concept. It is suggested that support services should be integrated with and a reinforcement of the broader curriculum. The holistic approach is designed to help students persist in their studies and attain success and satisfaction. Counseling is designed to enhance the growth of personal identity, student motivation, sense of direction, confidence, skills, and involvement with the educational institution and its members. Identification and a relationship with a staff person, founded on caring personal attention, may be the key to student survival and progress in college. Academic advising promotes greater awareness of program requirements and evaluation of their needs and readiness for various course material. Individual tutoring offers more intensive and personalized presentation of important subject matter and opportunities to emphasize particularly significant foundational knowledge. Referrals to other services such as testing, financial aid, housing, health care, and the variety of learning materials at the disposal of all students completes the delivery of the wide range of assistance that should be encompassed by a total educational program. All members of the university's educational advancement program are involved voluntarily. Eligible students are invited to join the program, and faculty are selected who care about students and have the interest and expertise to teach underprepared students. A bibliography is appended. (Author/SW)

ED 209 988 HE 014 534

Lancaster, Lance Becton, Daniel

The Utilization of Social Service and Community Agencies as External Support Services.

Pub Date-Mar 80
Note-31p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Agency Role, Clinics, *College Students, Community Colleges, Community Services, Counseling Services, Eligibility, Employment Services, Higher Education, Intervention, *Medical Services, *Professional Services, Public Agencies, *Referral, Social Agencies, *Social Services, Special Health Problems, State Agencies, Student Needs, Student Problems
Identifiers-Central Florida Community College, Florida

Six social service agencies most utilized as resources for external support for students at Central Florida Community College are described. Individual students often have need for more specialized assistance to help them deal with the physical, social, and emotional problems of being disadvantaged, that prevent them from acquiring academic and vocational skills. The special services counselor and the learning disabilities specialist often receive referrals of students who manifest severe problems. There is coordination of effort between the college and social service agencies. The agencies are reviewed in terms of their function, eligibility requirements, and the service provided. These include: the Division of Vocational Rehabilitation; Bureau of Blind Services; Social Security Administration; Division of Family Services; CETA - Manpower; Human Resources Center (Mental Health); Division of Retardation; Veterans Service Office; Department of Community Health, Hospitals, and Clinics, civic and social clubs; State Employment Services; and State Diagnostic and Resource Centers. It is suggested that the ability to recognize when the needs of a particular student are not within the scope of one's personal resources or those of the school is a professional necessity. Personnel and agencies outside the school must be utilized because they are able to provide forms of specialized assistance not internally available. Case summaries, work evaluations, and psychological reports are presented as illustrations. A bibliography is appended. (Author/SW)

ED 209 989 HE 014 544

NAFSA Principles for International Educational Exchange.

National Association for Foreign Student Affairs, Washington, D.C.
Pub Date-81
Note-14p.
Available from-National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, DC 20009.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Advising, Administrative Policy, Ancillary School Services, *College Admission, *Cultural Awareness, *English (Second Language), *Foreign Students, Guidelines, Higher Education, Intensive Language Courses, *International Educational Exchange, Language Proficiency, Policy Formation, School Community Programs, School Orientation, Self Evaluation (Groups), *Standards, Student Evaluation, Student Recruitment, Study Abroad

Guidelines for institutional leaders as they develop policy regarding international educational exchange for their colleges and universities and community programs are presented. These standards or principles of effective practice, which will form the basis of a program of self-regulation and will promote self-evaluation and improvement efforts, were developed by the Task Force on Standards and Responsibilities of the National Association for Foreign Student Affairs. Principles are presented for institutions overall and specifically in regard to the admission of foreign students, English programs and determination of English proficiency, foreign student/scholar services, the provision of community services and programs, and U.S. study abroad. Among the principles for institutions are the following: programs in international educational exchange should be closely related to and consistent with the basic purposes and strengths of the institution; and the institution should acknowledge its responsibility to demonstrate sensitivity to cultural needs social, religious, dietary, and housing. It is suggested that admissions materials should be sensitive to candidates' unfamiliarity with U.S. education and lack of facility in the English language, and that the foreign admissions process should be conducted by personnel who are trained and competent in the interpretation of foreign educational records. In evaluating English proficiency, both level and field of study should be considered. Principles for the provision of English support courses and intensive English programs for foreign students, and services that are needed for these students within the college and in the community are also identified. A bibliography is appended. (SW)

ED 209 990 HE 014 550

Godard, James M.

Race-Neutral Campuses in Urban Areas: A Follow-Up Report on Merger and Joint Planning.

Southern Regional Education Board, Atlanta, Ga.
Spons Agency-Carnegie Corp. of New York, N.Y.
Pub Date-81
Note-43p.
Available from-Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309 ($3.00).
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Education, *Black Colleges, Black Students, Business Administration Education, Case Studies, Centralization, *College Desegregation, College Planning, College Programs, Comparative Analysis, Consolidated Schools, Cooperative Planning, Enrollment Trends, Higher Education, *Intercollegiate Cooperation, *Mergers, Organizational Change, *Racial Balance, State Colleges, Statewide Planning, Teacher Education, Teacher Transfer, Urban Universities, *White Students
Identifiers-Armstrong State College GA, Georgia, Norfolk State University VA, Old Dominion University VA, Savannah State College GA, Tennessee, Tennessee State University, *United States (Southeast), University of Tennessee, Virginia

Developments during the 1980-81 academic year concerning mergers/joint planning projects designed to eliminate unnecessary duplication of programs between historically black and white colleges in Nashville, Tennessee; Savannah, Georgia; and Norfolk, Virginia are examined. Site visits were made during the second year of operation of the programs at the merged Tennessee State University and the University of Tennessee, at Old Dominion University and Norfolk State University, which have cooperative programs using both campuses; and at Armstrong State College, which sponsors all Georgia teacher education instruction, and Savannah State College, which sponsors all business administration courses. It was found that in all three locations each campus is still largely racially identified. In Nashville, the continuing decline of white enrollments since the merger has had an effect upon faculty morale, not for ethnic reasons, but because of apprehension about job security and academic program support. In Norfolk, planning efforts for joint programs of instruction have not abated. Total institutional enrollments have not changed in any negative way, and a visible increase in other race presence'' has been achieved on both campuses. In Savannah, faculty transfers between campuses as a result of the movement of academic programs has gone smoothly. It is suggested that ethnic diversity seems to be achieved more rapidly on campuses serving primarily commuter students than on campuses that are chiefly residential, and it occurs more easily at the post-baccalaureate and upperclass student levels than at the freshman level, due in part to the maturity of students and clarity of their career goals at these upper levels. Information on enrollment and academic programs is appended. (SW)

ED 209 991 HE 014 552

Abel, Robert L.

Degrees Awarded in the Nation and the South, by Race, 1978-79.

Southern Regional Education Board, Atlanta, Ga.
Pub Date-81
Note-96p.
Available from-Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309 ($3.50).
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Associate Degrees, Bachelors Degrees, *Blacks, *College Graduates, Comparative Analysis, *Degrees (Academic), Doctoral Degrees, Higher Education, Masters Degrees, Professional Education, *Racial Distribution, State Colleges, Teacher Education, Trend Analysis, Whites
Identifiers-*United States (South)

Information on degrees awarded in the nation and the south, by race, for 1978-79 and trends from 1968-69 to 1978-79 are presented. For 1978-79 doctoral degrees awarded, there was a nationwide increase of 1.9 percent and a 4.5 percent increase in the South. There was a decline in the number of master's degrees awarded both nationwide and for the South, and the number of degrees awarded at the baccalaureate level remained stable. The pattern of annual increases in the number of first professional degrees continued nationally and for the South, and the number of associate degrees awarded both national and in the South decreased. Blacks accounted for 6.8 percent of the total associate, bachelor's, master's, first professional, and doctoral degrees awarded in the nation, and for 11.3 percent in the South. Black representation nationally, and in the South, was highest at the associate level and lowest at the doctoral level. The drop in the number of master's degrees awarded to blacks was 4.6 percent nationally and 6.9 percent in the South. The largest increase in the degrees awarded to blacks in the South occurred at the associate level (16.6 percent) followed by first professional and doctoral degrees (approximately 10 percent). The 1978-79 data reveal continued lessening of the role played by historically black institutions. Blacks outpaced whites in the proportion of degrees in teacher education at the master's and doctoral levels. The field of business and management increased in popularity with blacks, and blacks increased their share of graduate degrees in engineering. (SW)

ED 209 992

HE 014 555

Dodds, Agnes E. Lawrence, Jeanette A.
Heuristics for Planning University Study at a Distance.
Pub Date-81
Note-23p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Students, *College Students, Course Objectives, Course Organization, Extension Education, *External Degree Programs, Foreign Countries, Higher Education, Instructional Materials, Models, *Student Educational Objectives, Student Evaluation, Study Guides, Study Habits
Identifiers-*Australia

A model to describe how adults work on university courses at a distance from campus was developed at an Australian university. The model was designed to describe how students define the task/goal and plan their study, based on G. Ploya's (1957) Heuristic and A. Newell's and H. A. Simon's (1972) General Problem Solver. Verbal reports were obtained from four female students enrolled in an advanced educational psychology course as external students. Each student gave a clear account of her aims for studying the course. Goals were expressed in terms of: credit and assessment requirements, information in the course materials, both new information and that which was a followup to information from previous courses, interest, and application for both practical and vocational purposes. When students opened course materials, the interviewer asked the student to think out loud while she examined the study guide, course materials booklet, and other written information and directions. Two of the students expressed their goals more in terms of credit and assessment requirements, while the other two students were concerned with the interest level of the course. While the students differed in their primary goals, each showed a strong tendency to organize the course materials around assignments. It was found that students' aims were different from those of the course coordinator. It is suggested that the study demonstrates the possibility of describing distance students' patterns of study. The heuristic for studying a new course involved: defining the task/goal, devising a plan, carrying out the plan, checking, and achieving the task/goal. A bibliography is appended. (SW)

ED 209 993 HE 014 556

Clohan, William C.

Higher Education in the 1980's: An American Perspective.

Department of Education, Washington, D.C.

Pub Date-12 Oct 81

Note-18p.; Paper presented at a meeting of the Organisation for Economic Cooperation and Development (Paris, France, October 12, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Accountability, *Adult Students, Basic Skills, Community Colleges, Demand Occupations, Educational Assessment, Educational Finance, *Educational Policy, *Educational Quality, Engineering, Federal Aid, *Federal Government, *Government School Relationship, *Higher Education, Institutional Autonomy, Local Government, Nontraditional Students, Private Colleges, Sciences, State Colleges, State Government, Student Financial Aid

Identifiers-Institutional Survival

The role of the federal government in higher education in the United States is considered in an address to the Organisation for Economic Cooperation and Development. The federal government is reducing expenditures in education and seeking to limit the government's involvement in developing education policy. The federal support for higher education has been primarily through assistance to students and not directly to institutions. The decline in the number of 5- to 21-year-olds and the increase in the number of adult students has shifted the focus of the pressure for governmental funding. The community and junior colleges were designed for and grew from community need, the demands of business and industry, and the needs of the nontraditional student, and they currently enroll more than 35 percent of the total enrollment in postsecondary education. Community and junior colleges receive considerable financial support from state and local governments. Another sector of higher education discussed is the private college, which educates a large percentage of the liberal arts graduates and which faces a struggle for survival in the future. Throughout the United States there is a renewed emphasis on the need for quality in education at all levels. A National Commission on Excellence in Education has been established and, among other things, it will assess what higher education can do to counteract poor preparation of college students in basic and advanced learning skills. Additionally, there is a need to train specialists in such fields as computer science, optics, engineering, and some physics and chemistry areas. Additional perspectives on financing higher education during the 1980s are considered. (SW)

ED 209 994 HE 014 557

Seldin, Clement A.

National Study of State Universities and Land Grant Colleges: Off Campus Inservice Activities.

Pub Date-81

Note-34p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Faculty, *Extension Education, External Degree Programs, Higher Education, *Inservice Education, Land Grant Universities, Off Campus Facilities, *Outreach Programs, *Professional Continuing Education, Professional Development, Rewards, *Schools of Education, *State Universities, Workshops

Information concerning off-campus inservice activity (OCIA) at state universities and land grant colleges in the United States was surveyed. There was a 92.5 percent response rate to questionnaires sent to 107 deans of schools, colleges, and departments of education. Inservice activities were considered to be courses, workshops, needs assessments, and other technical assistance. Findings include the following: OCIA is a significant activity of schools of education; schools, human service agencies, government agencies, industry, business, and the military are OCIA clientele; off-campus degree and certification programs are a major thrust of OCIA; off-campus Ed.D. and Ph.D. programs are a significant element of OCIA; schools of education rely on many sources of financial support; the major motivation for OCIA is community service; most faculty active in OCIA are full-time, tenured faculty; faculty bargaining units (functioning in only 22.6 percent of state universities and land grant colleges surveyed) do not have major impact on OCIA; and most schools of education have one individual to coordinate OCIA. It is recommended that faculty active in OCIA must be appropriately rewarded by the school of education and the university, and that recognition at times of reappointment, promotion, and tenure is important. Such a system should recognize both credit bearing and noncredit bearing OCIA. Suggestions for awarding credit, scheduling and funding OCIA, and modifying residency requirements for doctoral study are offered. Advantages of OCIA for the student, the cooperating organization (school, human service agency), and the university are identified. A bibliography is appended. (SW)

ED 209 995 HE 014 563

Zimmerman, M. Scott Doolittle, Allen E.

First Semester Retention of University of Iowa Students.

Pub Date- 81

Pub Type- Reports - Research (143)

Identifiers-*University of Iowa

Pre-enrollment characteristics that distinguish nonpersisting students from students who persist into the second semester of their freshman year were studied at the University of Iowa in 1978. Three sources of information were used to obtain predictor variables: American College Testing (ACT) program test scores, the ACT Student Profile, and high school transcript information from the registrar. Study objectives were to reduce the large number of pre-enrollment variables to a small number of useful preduction variables and to use linear and nonlinear classification techniques to exhaust the predictive power of the predictive pwoer of the predictor variables. Of the 2,850 entering freshmen in the fall 1978 cohort, there was enough information to allow factor scoring for 1,711 of the students. It was found that the difference between using 43 factors and 23 factors was negligible. There were no indications from this study or previous studies that a larger number of hte pre-enrollment variables could account for more the variance of persistence; however, the 23 factors did not predict retention any better than an earlier study that used only three variables. It is concluded that pre-enrollment variables per se did not directly predict persistence. It is recommended that the smallest set of factors that maintains the current level of prediction of persistence should be developed and used in retention studies to save on costs of data storage and analysis. (SW)

Gavin, Eileen A.

Academic Women in the 1970's, with Implications for the 19d0's.

Pub Date- 81

Note-29p.; Paper presented at the Annual Meeting of the International Council of Psychologists (39th).

Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Rank (Professional), Career Choice, College Faculty, College Role, College Students, Educational History, Educational Objectives, Employment Statistics, *Females, Graduate Study, Higher Education, Self Concept, Single Sex Colleges, Social Change, Teacher Salaries, *Teaching (Occupation), Trend Analysis, Undergraduate Study, *Women Faculty, *Womens Education

Social and historical perspectives on academic women in the United States are considered. Progress of academic women during the past decade, factors associated with scholarly achievement, and prospects for the 1980s are examined. Women's entry into higher education, first as students and later as faculty members, began quite recently. At about the time that teaching became a realistic career option for women, degree-granting women's colleges were established. Some of these emphasized education to support the traditional homemaker role, while others sought to develop women's intelligence. After women graduated from baccalaureate programs, some chose to enter graduate studies, and the majority of those attaining doctorates entered academic careers.

From 1969 to 1980 the percentage of women faculty in colleges and universities increased from 19 percent to 26 percent. Throughout the 1970s the majority of women faculty members served at two-year and four-year colleges, were found more frequently than men at lower academic ranks, and received lower salaries than men. Research findings concerning levels of self-esteem held by professional women and educated homemakers are considered, along with findings regarding sources of personal support that have been associated with becoming academic women, appropriate inclusion of women in expressions of language, and continued efforts to eliminate factors that curtail the development of women's talents and contributions to higher education. A bibliography is appended. (SW)

ED 209 997 HE 014 569

Green, Kenneth C.

Accreditation and Quality: Minimal Requirements versus Distinguishing Characteristics.

Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-Aug 81
Note-29p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Standards, *Accreditation (Institutions), Accrediting Agencies, *College Programs, Curriculum Evaluation, Educational Objectives, *Educational Quality, Evaluation Criteria, Higher Education, *Institutional Evaluation, Organizational Objectives, Professional Associations, Program Evaluation

Perspectives concerning accreditation standards for colleges and universities and assumptions about institutional quality are considered. The various accrediting agencies and associations focus on a broad set of criteria that are generally perceived and promoted to be attributes of institutional program quality. The accrediting criteria of the six regional associations are used as guidelines to determine the extent to which institutions achieve their stated goals and objectives. The professional associations generally have developed more specific criteria. Accrediting criteria provide guidelines for program assessment, whereas standards establish baseline or minimum requirements for a number of program components (e.g., curricular structure and sequence skill development). Accrediting has two distinguishing characteristics relative to considering quality: accreditation focuses on the institution's capacity to achieve, and the extent to which it does achieve, articulated goals and objectives; and accreditation evaluations are not competitive (i.e., institutions are not compared and ranked). Although the public may view accreditation as a pass-fail assessment of institutional quality (and stability), it is claimed that in practice accreditation is an assessment that does not generally distinguish or promote high institutional performance and capacity beyond accreditation standards (guidelines and requirements). With respect to the assessment of quality in higher education, the literature suggests that accreditation describes (usually in very general terms), rather than distinguishes, the characteristics of institutional quality. (Author/SW)

ED 209 998 HE 014 570

Werdelin, Ingvar, Ed. Arnberg, Lenore, Ed.

Department of Education, University of Linkoping, Graduate Studies and Research.

Linkoping Univ. (Sweden). Dept. of Education.
Report No.-ISBN-91-7372-484-X; LIU-PEK-R-69
Pub Date-Jul 81
Note-39p.; Not available in paper copy due to small type.
Available from-Linkoping University, Department of Education, S-581 83 Linkoping, Sweden.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Admission Criteria, *Adult Education, Adult Students, Behavioral Science Research, Departments, *Doctoral Programs, *Educational Research, Foreign Countries, Graduate Study, Higher Education, Inservice Teacher Education, *Masters Programs, Program Descriptions, *Schools of Education, *Teacher Education
Identifiers-*Linkoping University (Sweden)

Graduate studies and research at the Department of Education of the University of Linkoping are described. After providing a general review of the university with special consideration to the Department of Education, research and graduate studies offered in the various departments, as well as in the new institute for theme-oriented research, are briefly covered. Project descriptions of ongoing research in each of four areas are presented: teacher education and inservice teacher training, adult education, the general educational system, and fundamental and general behavioral science problems. Attention is also directed to graduate studies in education, including the aims, qualifications for admission, course work, advisors, and examinations. Two lines of study within the doctoral degree program are available a general line and a teaching methods line and a masters degree in education is also offered. Specific ongoing research projects include: experimenting with models of decentralized inservice teacher training that give the teacher a more active role and that emphasize the supportive role of central and regional authorities; integrating international questions in informal adult education; investigating obstacles encountered by workers in obtaining access to higher education; evaluating primary school education for adults with regard to the methods and work forms being used; studying possibilities for and

effects of interdisciplinary project studies and increased student influence in upper secondary school; and investigating the views of students and faculty in the doctoral programs within the departments of education in Sweden. (SW)

ED 209 999 HE 014 574

Webster, David Steven

Early Psychological Studies of Genius'' and Academic Quality Rankings.

Pub Date-25 Aug 81
Note-25p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 25, 1981).
Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Biographies, Comparative Analysis, Comparative Education, Educational Background, *Educational Quality, *Gifted, Higher Education, Individual Characteristics, *Institutional Characteristics, Nature Nurture Controversy, Profiles, Psychological Studies, *Rating Scales, *Reputation, Talent, Universities
Identifiers-*Europe, *United States

Early psychological studies of genius'' are examined, and reasons why European studies of eminent people never developed into true academic quality rankings are considered. In Europe, and especially England, France, and Germany, the ecological origins of eminent men and women were assessed: where they grew up, where they attended school, and whether and where they attended a university. Most of those who wrote about the university backgrounds of eminent people attributed geniuses to be the product of either heredity or their environment. Alick Maclean's rank ordering of universities in England, Scotland, and Ireland that had produced'' distinguished people came close to being a true academic quality ranking. Academic quality rankings developed in the United States and were a useful means of recording the outcome of competition of universities for students and financial support. Universities in France and Germany were assured a steady source of income by the government whether or not they excelled relative to others, and in each European nation there were relatively few universities. In Europe there was not nearly as much range in the quality of universities, while in the United States there is diversity in curricular offerings and types of institutions. Additionally, European countries were much smaller geographically than the United States and European universities were much older and had established reputations regarding quality. The existence of national licensing examinations in each discipline in European countries and the fact that European students commonly attended several universities were additional reasons why rank orders of universities were not greatly needed in Europe. (SW)

ED 210 000 HE 014 575

Dodds, Agnes E. And Others

Distance University Students' Perceptions of the Influences on Their Study.

Spons Agency-Murdoch Univ., Western Australia (Australia).
Pub Date-81
Note-25p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Access to Education, *College Students, Comparative Analysis, *Extension Education, External Degree Programs, Family Life, Foreign Countries, Higher Education, *Individual Needs, *Nontraditional Students, On Campus Students, Student Adjustment, Student Attitudes, *Student College Relationship, Student Employment, *Student Needs
Identifiers-*Australia, Murdoch University (Australia)

Perceptions of Australian students studying independently at a distance regarding factors influencing their external studies were compared with attitudes of campus-based students. The 53 distance students and 51 on-campus students were enrolled in three social and political theory courses at Murdoch University. The mean age of the external students was 33 years, with a range from 22 to 57, while the mean age of on-campus students was 26 years, with a range from 17 to 44. Responses were obtained to objective questions and by written open-ended advice to two hypothetical prospective external students. In both sets of responses, students identified family, job and life circumstances as major influences on their university work. The expressed advantages of external study were self-reliance and finances, while disadvantages were related to access to the library and understanding what academics expected. The students expressed preference for studying on campus or by the combination of campus and external courses that was available at the university. It is suggested that the opportunity to work in a mixed mode combination at Murdoch University allows a student to work out a personal adjustment around the perceived advantages and disadvantages of external study. Campus attendance for a limited number of selected courses gives access to university resources that can be applied to courses studied at home. The mixed mode enables students to exercise choice and to fit studies with the contexts of their life circumstances. A bibliography is appended. (SW)

ED 210 001 HE 014 577

McDaniel, Walter A. Delehanty, Kathleen C.

Student Characteristics Profile: Fall 1980 and Recent Trends. Data Brief Series.

New Jersey State Dept. of Higher Education, Trenton. Office of Research.
Report No.-ORM-4
Pub Date-Sep 81
Note-84p.
Available from-New Jersey Department of Higher Education, 225 W. State St., Trenton, NJ, 08625.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*College Students, Comparative Analysis, *Enrollment Trends, Ethnic Groups, Females, Full Time Students, Geographic Distribution, Graduate Students, *Higher Education, Males, *Minority Groups, Part Time Students, Place of Residence, Private Colleges, *Racial Differences, *Sex Differences, State Colleges, State Surveys, Trend Analysis, Undergraduate Students, Womens Education
Identifiers-*New Jersey

Data on the sex, ethnicity, age, and geographic origin of undergraduate and post-baccalaureate students enrolled in New Jersey colleges and universities in fall 1980 are given, along with comparisons and trends over the past five years. Increases in the enrollment of women in New Jersey higher education between 1976 and 1980 occurred among part-time undergraduate and full-time post-baccalaureate students (38 percent and 36.5 percent, respectively). Women were the majority of part-time undergraduate students (60.1 percent), while men were the majority of full-time post-baccalaureate students. Women represented 51.1 percent of full-time undergraduate students in fall 1980 and 52.1 percent of part-time post-baccalaureate students. Blacks and Hispanics (combined) increased 19 percent between 1976 and 1980, while whites/others (Asian/Pacific Islander, American Indian/Alaskan Native, and nonresident alien) were responsible for three-quarters of the systemwide growth. Hispanics increased more than did blacks (42.1 percent compared with 11.3 percent). Changes in proportions of minority full-time undergraduate students reflect absolute increases in the public sector and relative stability in the independent sector. Whites/others continue to constitute the vast majority of New Jersey higher education enrollments (85.7 percent overall), ranging from 82.2 percent among full-time undergraduates to 91.8 percent among part-time post-baccalaureates. Conversely, the highest percentage of minorities is among full-time undergraduates (17.2 percent for blacks/Hispanics combined), followed by part-time undergraduates, full-time post-baccalaureates, and part-time post-baccalaureates (8.2 percent). Fall 1980 data for individual colleges are included. (SW)

Atelsek, Frank J. Gomberg, Irene L.

Recruitment and Retention of Full-Time Engineering Faculty, Fall 1980.

Higher Education Panel Report Number 52.
American Council on Education, Washington, D.C. Higher Education Panel.
Spons Agency-Department of Education, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date-Oct 81
Note-37p.
Available from-Higher Education Panel, American Council on Education, One Dupont Circle, Washington, DC 20036.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Career Change, *College Faculty, *Employment Opportunities, *Engineering, Full Time Faculty, Higher Education, Industry, Occupational Surveys, Private Colleges, Recruitment, State Colleges, Teacher Employment, *Teacher Persistence, Teacher Recruitment, *Teacher Supply and Demand, Teaching (Occupation)

The extent of faculty vacancies in colleges of engineering, the effects of such vacancies upon research and instructional programs, and the nature of the competition between academia and industry in hiring engineering faculty were surveyed. The focus is on permanent full-time faculty positions in the following major engineering fields: aeronautical and astronautical, chemical, civil, computer science and computer engineering, electrical, industrial, and mechanical engineering. As of fall 1980, there were approximately 16,200 permanent full-time engineering faculty positions in the 244 institutions with at least one accredited engineering program. Additional findings include: the 50 institutions with the greatest engineering research and development (R & D) expenditures accounted for 45 percent of all permanent full-time engineering positions; almost 10 percent of full-time engineering faculty positions were unfilled at the beginning of the fall 1980 term, and of these, 45 percent had been vacant since fall 1979; the top 50 institutions in engineering R & D had a vancancy rate of 8 percent, compared with a rate of 11 percent at all other institutions; over half of all institutions reported a substantial decrease in their ability to recruit or retain engineering faculty over the past five years; that proportion was 64 percent at public institutions and 29 percent at private institutions; and during 1979-80, almost 400 full-time engineering faculty voluntarily left academia for full-time employment in industry, representing 2.7 percent of the permanent, employed faculty. Technical notes and a sample questionnaire are appended. (SW)

IR

ED 210 003 IR 009 396

Kolarova, Helena

Library Research in Czechoslovakia and Its Implementation in Practice.

Pub Date-Aug 80
Note-20p.; Paper presented at the Annual Conference of the International Federation of Library Associations (Manila, Philippines, August 18-23, 1980).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Curriculum, Continuing Education, Foreign Countries, Higher Education, Information Science, Librarians, *Library Education, *Library Research, *Library Science, Library Technicians, National Programs, *Professional Development, Professional Education, Program Descriptions, Secondary Education
Identifiers-*Czechoslovakia

As part of the Project of Further Development of the Czechoslovak Educational System, a program adopted in 1976, library education has been revised beginning in the secondary schools, extending through the university level, and providing continuing education opportunities for librarians, technicians, and researchers. Secondary school curriculums provide the basic skills through courses in library technical processes, library services, bibliographic work, and information studies, including automated systems, to prepare library technicians for public libraries and information centers. University level work, which may lead to a doctorate, generally offers three specialities: the universal or general information librarian, the integrative or cross-discipline librarian, and the subject specialist. Core curriculums specified for these fields are supplemented by extensive opportunities for study in languages, sciences, and other specializations. A system of continuing education exists at all levels to insure professional development. The ultimate goal for professional library education is the development of a sound theoretical and scientific research base. The seven references listed are in Czech. (RAA)

ED 210 004 IR 009 409

Holdsworth, Harold

Status of Librarians in Universities with Especial Reference to Developing Countries.

Pub Date-Aug 80

Note-23p.; Paper presented at the Annual Conference of the International Federation of Library Associations (Manila, Philippines, August 18-23, 1980).

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Libraries, Compensation (Remuneration), *Developing Nations, *Librarians, Library Education, Library Technicians, Paraprofessional Personnel, *Professional Development, Professional Education, *Professional Recognition, Status

Experiences in the South Pacific, Africa, and the West Indies are the basis for this examination of the professional status of librarians in developing countries, including rank and salary, faculty or comparable privileges, and opportunities for professional education. In the instances considered, factors of expatriate service, individual achievement, government support, and incipient unionism are considered to be of major importance as these nations seek to produce an indigenous professionally educated staff of librarians whose members can compete for status with faculty or other comparable staff. A pragmatic approach, dedication, and the utilization of paraprofessionals are seen as necessary to properly balance national, institutional, and individual interests if librarians are to assist their nations to meet pressing social problems. (RAA)

Kharina, I. M.

Cooperation of the USSR National Public Library for Science and Technology with Libraries, Institutions and Specialists of the Developing Countries in the Field of Scientific and Technical Information.

Pub Date-Aug 80
Note-9p.; Paper presented at the Annual Conference of the International Federation of Library Associations (Manila, Philippines, August 18-23, 1980).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Developed Nations, *Developing Nations, *Information Dissemination, Information Needs, *Information Seeking, *Library Cooperation, *Library Services
Identifiers-*Scientific and Technical Information, *USSR

This overview of scientific and technical information cooperative services between the USSR and more than 40 developing nations includes gross statistical presentations of circulation; collection size; book, pamphlet, and periodical acquisitions and exchanges; readership and visitation data; interlibrary loan; and other indicators of service. (RAA)

ED 210 006 IR 009 422

Simmler, O. A.

The Development of Governmental Libraries as a Basis for Governmental Information Systems.

Pub Date-Aug 80

Note-9p.; Paper presented at the Annual Conference of the International Federation of Library Associations (Manila, Philippines, August 18-23, 1980).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Decision Making, *Government Libraries, *Government Role, Information Seeking, *Information Systems, *Library Role, *Library Services, Planning

This paper examines the characteristics and functions of governmental libraries and information systems which contribute to the decision making activities of governmental institutions. It explores the governmental planning process to outline sources of information, subject specialities, information formats, classes of users, and information techniques pertinent to governmental libraries for the development of appropriate supporting services. (RAA)

ED 210 007 IR 009 423

Weir, Harold G.

Legislative Libraries and Research Services in Developing Countries.

Pub Date-Aug 80

Note-30p.; Paper presented at the Annual Conference of the International Federation of Library Associations (Manila, Philippines, August 18-23, 1980).

Pub Type- Guides - General (050) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bibliographies, *Developing Nations, Information Dissemination, *Information Seeking, Information Services, *Law Libraries, *Legislators, *Library Planning, *Library Services, Research Libraries

Identifiers-International Federation of Library Associations

Expressing the concern of the Parliamentary Libraries Section of International Federation of Library Associations (IFLA) about the need of legislators for access to up-to-date, reliable, adequate libraries and dissemination facilities, this paper offers a general review of requirements necessary for the initiation and development of legislative libraries by developing nations, including operating principles, funding standards, service objectives, personnel and management matters, collection development, cooperative networking arrangements, and library equipment and facilities. A bibliography lists 21 references. (RAA)

ED 210 008 IR 009 424

Kullmer, Hans K.

The Libraries of the National Statistical Offices in the World. Comments on the Results of an Enquiry.

Pub Date-Aug 80
Note-28p.; Paper presented at the Annual Conference of the International Federation of Library Associations (Manila, Philippines, August 18-23, 1980).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Government Libraries, Information Systems, *Library Cooperation, *Library Role, Library Surveys, *National Libraries, *Special Libraries, Statistics
Identifiers-International Federation of Library Associations, *National Statistical Libraries

Defined in terms of their institutional role and historical development, national statistical libraries are discussed in the context of present structures, size, personnel situation, technical equipment, financial structure, general and specific activities, areas of specialization, and growth rate, as well as the interlibrary cooperative efforts and their connections and integration with literary information systems identified by this survey. Seventy libraries in 126 countries responded to a questionnaire in German, English, and French originated by the West German Federal Statistical Office in compliance with an International Federation of Library Associations (IFLA) Administrative Libraries suggestion for a survey, and data were obtained from libraries in Europe (46%), America (33%), Asia (13.5%), and Africa (5.5%). Suggestions are offered for intensified cooperation between national statistical libraries in the areas of title registation and subject matter coverage. (RAA)

ED 210 009 IR 009 425

Okubo, Itsuo

The Problems of the Documentation on the History of Art in Japan.

Pub Date-Aug 80

Note-17p.; Paper presented at the Annual Conference of the International Federation of Library Associations (Manila, Philippines, August 18-23, 1980).

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Art History, *Documentation, Fine Arts, Foreign Countries, *Libraries, *Museums, Tables (Data)

Identifiers-*Japan

Problems in the documentation of the history of fine arts in Japan are explored through a description of the influences of personalities and institutions in the historical study of Japanese art, a survey of the literature and documents involved, and the relationships between museum and library documentation procedures. Suggestions offered for the improvement of documentation procedures include national projects, liaison activities for library and museum associations, cooperative exchanges between libraries and museums, and the systematic and comprehensive organization of resource materials. Statistics on fine arts publications as a percentage of total commercial publications in Japan are presented for the period 1921-1978. (RAA)

Suga, Toshinobu

Regional Cooperation for Development of Medical Information Service.

Pub Date-Aug 80

Note-7p.; Paper presented at the Annual Conference of the International Federation of Library Associations (Manila, Philippines, August 18-23, 1980). Best copy available.

Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Developed Nations, *Developing Nations, *Information Dissemination, Information Services, Interlibrary Loans, *Library Associations, Library Cooperation, Library Materials, Library Networks, *Medical Libraries, Online Systems, Reference Services, *Regional Cooperation

Identifiers-*Asia (Southeast), *Japan Medical Library Association, MEDLARS

A brief description of the resources and services available from the 94 member libraries of the Japan Medical Library Association (JMLA) is followed by a discussion of the need for closer ties with the medical library associations of other Southeast Asian countries. Contacts described include participation in workshops held by the Southeast Asian Medical Information Center (SEAMIC), a department of the International Medical Foundation of Japan; possible contacts suggested include attendance at national association meetings in other countries. The paper concludes with a brief review of some of the barriers to the development of a network of medical libraries in the region, and a brief statement of JMLA's annual statistics for 1979 is appended. (CHC)

ED 210 011 IR 009 748

Vaughan, W. S., Jr. Mavor, Anne S.

Simulation of a Schema Theory-Based Knowledge Delivery System for Scientists.

W/V Associates, Annapolis, Md.
Spons Agency-National Science Foundation, Washington, D.C. Div. of Information Science and Technology.
Pub Date-May 81
Grant-IST-7904896
Note-136p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Artificial Intelligence, *Cognitive Processes, *Computer Oriented Programs, Databases, Delivery Systems, Epistemology, *Information Retrieval, Information Seeking, Microbiology, *Models, Online Systems, *Research Tools, Search Strategies
Identifiers-Schema Theory

A future, automated, interactive, knowledge delivery system for use by researchers was tested using a manual cognitive model. Conceptualized from schema/frame/script theories in cognitive psychology and artificial intelligence, this hypothetical system was simulated by two psychologists who interacted with four researchers in microbiology to define functional measurements for computer applications. The system worked in real time to provide knowledge delivery services to real research problems through three phases of systems operations diagnosis, search, and product design. Main systems elements included research paradigms as procedural scripts, information needs as weakly specified frame terminals, and content models as frames. The system's schema enables it to generate representations of information needs as schemata, to plan and conduct targeted searches for relevant information, and to use its inductive and deductive inferencing capabilities. Appendices include interviewing procedures to generate topics and methodological paradigms as well as case studies of actual searches. Nineteen references are included. (Author/RAA)

ED 210 012 IR 009 765

Sher, Lawrence D.

Flight Simulator: Use of SpaceGraph Display in an Instructor/Operator Station. Final Report.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.

Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.-AFHRL-TR-80-60

Pub Date-Jul 81

Contract-F33615-79-C-0013

Note-35p.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Computer Graphics, *Computer Oriented Programs, *Display Systems, *Flight Training, Problem Solving, *Simulation, Training Methods

Identifiers-Air Force

This report describes SpaceGraph, a new computer-driven display technology capable of showing space-filling images, i.e., true three dimensional displays, and discusses the advantages of this technology over flat displays for use with the instructor/operator station (IOS) of a flight simulator. Ideas resulting from 17 brainstorming sessions with pilots, instructor pilots, supervisors of pilot training, researchers in pilot training, and experts in human factors related to flying are outlined chronologically by meeting number. Concepts involved in these suggestions are discussed, and a brief discussion of priorities for future development concludes the report. Details of the time-varying, very-wide-field-of-view optics used are appended. (MER)

ED 210 013 IR 009 769

Cable Television and CETA: An Industry Guide to Working with Government and the Private Sector Initiative Program (PSIP).

Society of Cable Television Engineers, Inc., Washington, D.C.
Pub Date-81
Note-114p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (1981-339-331:8159).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Cable Television, Cooperative Education, Demonstration Programs, *Employment Programs, Federal Government, History, *Industrial Training, On the Job Training, Program Descriptions, *Public Agencies
Identifiers-*Comprehensive Employment and Training Act, *Private Industry

Intended to provide cable television company owners and operators, managers, supervisors, suppliers, and manufacturers with broad guidelines for the operation of and participation in a local or regional Private Industry Council (PIC), this handbook begins with a description of the Comprehensive Employment and Training Act (CETA); a brief history of federal employment and training; and a discussion of the administrative structure of the CETA/Private Sector Initiative Program (PSIP), the role of a PIC, and its relationship with its sponsors. A discussion of reasons why cable television operators should participate is followed by a list of 19 benefits the program would provide the cable television industry, including on-the-job training, classroom training, and targeted jobs tax credit. Descriptions provided of model programs at Worldwide Educational Services, Inc., the Maricopa County Skill Center, and Cablevision Training Center, Inc., include program type, numbers of people trained, funding levels, sources of funds, and contact persons. The appendices include resources to contact; Part 679, PSIP Regulations; frequently used acronyms; a PIC Proposal Evaluation Form; and a sample on-the-job-training agreement. (CHC)

ED 210 014 IR 009 815

Broadbent, Marianne Broadbent, Robert

Curriculum Planning Is the School Librarian Relevant?

Pub Date-79

Note-29p.; Paper prepared for educational administrators in New South Wales, Australia.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrators, *Coordinators, *Curriculum Development, *Educational Resources, Elementary Secondary Education, Foreign Countries, Instructional Development, Learning Resources Centers, *Librarians, *Library Role, Resource Materials, *School Libraries

Identifiers-Australia

Although the need for adequate exploitation of limited resources is a recurring theme in discussions on school based curriculum development, surprisingly little attention in the education literature has focused on the possible role of the school librarian as school resources coordinator and contact point for resources outside the school. The implications of this role seem to have been overlooked by teachers and educational administrators but not, as evidence indicates, by school librarians. Three principal reasons for this situation are confusion amongst school librarians about their entry point in the curriculum development process; the ways in which school librarians have applied their special knowledge to information organization, retrieval, and dissemination; and the mismatch sometimes developed between resources and services promoted and the learning environment of the school. An interactive model is proposed for involving the librarian in the curriculum development process and administrators are encouraged to use their 'scarce resources' wisely, including school librarians. (Author/RAA)

Broadbent, Marianne And Others
Technology, Systems and School Librarians: An Approach to Continuing Education.
Pub Date-Sep 80
Note-15p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Automatic Indexing, *Cataloging, *Computer Oriented Programs, *Librarians, Library Automation, *Library Networks, Online Systems, Postsecondary Education, Professional Continuing Education, School Libraries, *Systems Analysis
Identifiers-Australia

This paper describes a continuing education course designed to introduce school librarians to computer and communications technology as applied to indexing, cataloging, and networks, and to the principles and techniques of systems analysis. It is based on the premise that although computer and communications technology presents school librarians with great opportunities to develop more innovative approaches to information retrieval in the educational environment, education for school librarianship has only recently begun to deal with their implications and to design instruction for school librarians. The description also reviews the course objectives and scope, together with its structure and content, and examines the effect it has had on participants and library services in New South Wales. (Author/RAA)

ED 210 016 IR 009 817

Report of the Citizens Task Force for the Library to the Mayor and the City Council of the City of Saint Paul.

Saint Paul Citizens Task Force for the Library, Minn.

Pub Date-Jun 81

Note-338p.

Pub Type- Opinion Papers (120) - Reports - Evaluative (142)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Community Study, Institutional Evaluation, Library Administration, Library Automation, *Library Expenditures, Library Extension, *Library Facilities, *Library Planning, Library Role, *Library Services, Needs Assessment, *Public Libraries, Self Evaluation (Groups)

Identifiers-*Minnesota (Saint Paul)

This report by the City of Saint Paul's Citizens Task Force for the Library presents a documented written program of recommendations for growth and change for the next five years based on the results of three sub-studies: (1) a 'Community Analysis,' an in-depth study of the library-related needs of the Saint Paul community; (2) a self-study of the library by its own staff and administration; and (3) a thorough analysis of the Saint Paul Public Library by an external team of consultants (HBW Associates) chosen after a national search. Recommendations are concerned with the role of the library, actions to be taken by the central library, technological changes to promote greater efficiency, restructuring of library extension services, and reorganization of library administration. Attached to this final report as annexes are 'No Growth' budget projections for the Saint Paul Library 1982-86, task force and consultant recommendations with costs projected on the 'No Growth' costs, and the final report of HBW Associates. (Author/RAA)

ED 210 017

IR 009 819

Mac Vean, Donald S.

Knowledge and Use of Agricultural Indexes and Abstracts by a University Agriculture Faculty.

Pub Date-Nov 81
Note-10p.; For related document, see IR 009 724.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Abstracts, *Agricultural Colleges, *Agriculture, College Faculty, *Indexes, Questionnaires, Use Studies
Identifiers-*Western Illinois University

This study of the usage of agriculture indexes and abstracts finds a lack of familiarity with most of the titles by a majority of the faculty surveyed. Of 16 faculty members, all having doctorates in some speciality in agriculture, nine responded to the questionnaire which listed 30 publications and offered answer choices of Currently Use,'' Have Used,'' or Know About.'' The questionnaire, annotated with the totals of each category, is included. (RAA)

ED 210 018 IR 009 820

Divilbiss, J. L., Ed.

Public Access to Library Automation. Clinic on Library Applications of Data Processing (17th, University of Illinois at Urbana-Champaign, 1980).

Illinois Univ., Urbana. Graduate School of Library and Information Science.
Report No.-ISBN-0-87845-065-3
Pub Date-81
Note-132p.; Some figures and tables in small print may not reproduce clearly.
Available from-Graduate School of Library and Information Science, Publications Office, 249 Armory Bldg., 503 E. Armory Street, Champaign, IL 61820 ($10.00).
Pub Type- Reports - Research (143) - Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cataloging, Consumer Economics, Disabilities, *Information Retrieval, *Information Systems, Input Output Devices, *Library Automation, *Library Technical Processes, Man Machine Systems, *Online Systems, User Satisfaction (Information), Use Studies
Identifiers-*Access to Information

Eight studies by experts in the field of information retrieval examine aspects of public use of such automated systems as online catalogs in libraries. Ward Shaw discusses Design Principles for Public Access,'' outlining desirable characteristics of an information retrieval system. Allen Avner and H. George Friedman, Jr. treat problems with present information systems in Interacting with Computer Users: Design Considerations,'' while Christine L. Borgman and Neal K. Kaske deal with equipment needs in Determining the Number of Terminals Required for an On-Line Catalog through Queueing Analysis of Catalog Traffic Data.'' Margaret Beckman addresses system design in Public Access at the University of Guelph Library,'' and Thomas T. Hewett and Charles T. Meadow's A Study of the Measurement of User Performance'' presents data on the successes and failures of information retrieval systems at various libraries. Problems encountered by novices are discussed by Mark S. Fox and Andrew J. Palay in Machine-Assisted Browsing for the Naive User.'' Problems encountered by the handicapped in using information systems and solutions for individual handicaps are presented in Gregg Vanderheiden's Modifying and Designing Computer Terminals to Allow Access by Handicapped Individuals.'' The final paper is Allan H. Levy's study from the health care field, Resistance to Technology: Some examples from the Health Care Delivery System.'' An index is provided. (RAA)

Schwartz, Barbara A. Burton, Susan
Teaching Library Skills in Freshman English: An Undergraduate Library's Experience. Contributions to Librarianship No. 6.
Texas Univ., Austin. General Libraries.
Pub Date-81
Note-187p.
Available from-Publications, The General Libraries Office, PCL 3.200, University of Texas, Austin, TX 78712 ($15.00, prepay).
Pub Type- Guides - Classroom - Learner (051) - Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College English, *College Freshmen, College Libraries, *English Instruction, Higher Education, *Integrated Curriculum, Librarians, Library Guides, *Library Instruction, Library Materials, Library Research, *Library Skills, Program Evaluation, Questionnaires, Reference Materials, Research Skills
Identifiers-University of Texas Austin

A result of close cooperation between librarians at the Undergraduate Library and the English faculty, the program described in this report involves the integration of library instruction with freshmen English courses at the University of Texas at Austin. The formulation of goals for this program, through which over 5,000 students each year are taught basic research skills, is discussed, as well as the program's intended audience, and the development of faculty contacts, and the instructional materials used in the program are individually described. An account is provided of the formative and summative evaluations which helped to shape the program and to demonstrate its effectiveness. Some of the questions surrounding the impact of the program on library operations

are addressed, and the administrative, staff, and material resources necessary to run the program are enumerated. Included as appendices are a complete set of the instructional materials used in the 1980 academic year, a sample of the instructional materials used during the first year of the program (1975), a copy of the initial program proposal, the statements of the 1975 and 1980 program objectives, and a copy of a survey questionnaire sent in 1978 to students who had participated in the program. (JL)

ED 210 020 IR 009 825

Manthorne, Jane, Ed.

Evolution of a Catalogue: From Folio to Fiche. Report on the Research Library Catalogue Project.

Boston Public Library, Mass.

Spons Agency-Office of Libraries and Learning Resources (ED), Washington, D.C.

Pub Date-81

Note-31p.

Pub Type- Historical Materials (060) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Cataloging, *Change Strategies, Federal Aid, Library Automation, *Library Catalogs, Library Collections, *Microfiche, Public Libraries, *Research Libraries

Identifiers-*Boston Public Library MA

The Editing, Photoduplicating, and Distributing of the Research Library Catalogue of Boston Public Library Project, which is described in this report, was supported by grants awarded under the Strengthening Research Library Resources Program, Title II-C of the Higher Education Act of 1965 administered by the Office of Libraries and Learning Resources. Divided into two parts, the report first traces the history of the library from a gift of 50 volumes from the City of Paris to the City of Boston in 1843, to 3,000,000 volumes in 1979 when this rehabilitation project was undertaken. As the collection and catalog grew, the history of the Boston Public Library paralleled the evolution of modern cataloging processes, and the second part of the report describes the activities of the first phase of the project, as catalog cards were translated into microfiche in order to preserve millions of deteriorating bibliographic records, expand access to the research collections of the Boston Public Library, and offer insights to other research libraries planning to integrate newer styles of cataloging into existing bibliographic files. The major phases of the project are briefly reviewed and presented as a chart. (RAA)

ED 210 021 IR 009 826

Jenkins, Darrell L.
Library Faculty Development: Needed Now More Than Ever.
Pub Date-Oct 81
Note-8p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Libraries, *Faculty Development, Higher Education, *Librarians, Library Automation, Library Personnel, Online Systems, *Professional Continuing Education, *Technological Advancement
Identifiers-*Faculty Publishing

This paper discusses the need for faculty development from the viewpoint of the individual academic librarian and that of the library. In the case of the librarian, issues of research and publication and continuing education to cope with technological advancement are stressed. The need for faculty development is also discussed in the context of the dramatic change in academic libraries caused by the use of changing and complex mechanisms to identify, retrieve, and disseminate information and the increasing interdependence of the academic library with other libraries and information sources. (RAA)

Hunter, Beverly Kearsley, Greg

Academic Computing at Bennett College. A Case Study.

Human Resources Research Organization, Alexandria, Va.

Spons Agency-National Science Foundation, Washington, D.C. Minority Institutions Science Improvement Program.

Pub Date-81
Grant-SER-7914601
Note-31p.; For related documents, see ED 208 931 and IR 009 829.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Colleges, *Computer Assisted Instruction, *Computer Science Education, Federal Aid, Higher Education, Liberal Arts, *Minority Groups, Organization, Outcomes of Education, Outreach Programs, Profiles
Identifiers-*Bennett College NC, *Computer Centers, Computer Literacy

Prepared by the Human Resources Research Organization to assist administrators, faculty, and staff at other minority institutions to plan and implement successful computing projects, this book is one of a series of case studies on educational uses of computers. The profile of Bennett College is presented in terms of its mission, location, programs offered, numbers of faculty and students, accreditation, tuition and financial aid, and operating budget. A time line of the 16 years of academic computing at the college precedes discussions of the organization and management of the computer facilities and support; descriptions of computer assisted instruction programs for math,

reading, science, and the Graduate Record Exams and National Teacher Exams for seniors; a brief review of location, programs offered, numbers of faculty and students, accreditation, tuition and financial aid, and operating budget. A time line of the 16 years of academic computing at the college precedes discussions of the organization and management of the computer facilities and support; descriptions of computer assisted instruction programs for math, reading, science, and the Graduate Record Exams and National Teacher Exams for seniors; a brief review of computer literacy opportunities for students and faculty; and lists of student benefits and accomplishments and outreach programs. In the final section, Nellouise Watkins, the director of the computer center, offers advice on computer assisted instruction. A list of contacts and faculty developers is attached. (RBF)

ED 210 023 IR 009 829

Hunter, Beverly

Academic Computing at Jackson State University. A Case Study.

Human Resources Research Organization, Alexandria, Va.
Spons Agency-National Science Foundation, Washington, D.C. Minority Institutions Science Improvement Program.
Pub Date-80
Grant-SER-7914601
Note-60p.; For related document, see ED 208 931.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Colleges, *Computer Oriented Programs, Computer Programs, *Computer Science Education, Higher Education, Input Output Devices, Liberal Arts, *Minority Groups, Organization, Outcomes of Education, Outreach Programs, Profiles
Identifiers-*Computer Centers, Computer Literacy, *Jackson State University MS

Prepared by the Human Resources Research Organization to assist administrators, faculty, staff, and students at other minority institutions, to plan, extend, or improve uses of computers, this case study is one of a series on educational applications of computers. A profile of Jackson State University identifies the location, programs, mission, numbers of faculty and students, tuition and financial aid, accreditation, and the budget, and a chronology of significant events leading to the present state of academic computing is provided. An explanation of the functional organization and management of the central academic computing and support, including organization charts, is followed by (1) discussions of policies, hardware, software, and courses which facilitate students' use of computers; (2) courses and requirements for both undergraduate and graduate students in the computer science program; (3) a list of departments requiring majors to take computer science courses; (4) a description of the leadership role of Jackson State University in regional networks and workshops; and (5) advice from Jesse C. Lewis, director of the computer center, on how other similar institutions can apply the computing experience of Jackson State. The appendix includes the procedures for selecting the case institutions, a 9-item bibliography, and individuals to contact. (RBF)

ED 210 024 IR 009 830

Hart, James W. Stevens, Gwendolyn

Can a Missouri State University Successfully Operate a Course-Integrated Bibliographic Instruction Program?

Pub Date-79

Note-24p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Analysis of Variance, College Libraries, *College Students, English Curriculum, Higher Education, History Instruction, *Institutional Characteristics, *Integrated Curriculum, Librarians, *Library Instruction, *Library Skills, Program Evaluation, *Reference Materials

Identifiers-Earlham College IN, *Southeast Missouri State University

Although differing in enrollment, student-teacher ratio, admissions policy, cost, curriculum content, and geographic location of students, the Southeast Missouri State University Library (SEMSU) developed a successful bibliographic instruction program based on Earlham College's Bibliographic Instruction Conference of November 17 and 18, 1977. Designed to enhance students' research skills and to give librarians a more active role in the educational process, the program provided bibliographic instruction for experimental groups from the English, History, Psychology, and Speech Departments; control groups did not receive such instruction. Presentations involved teaching the use of th card catalog and periodical indexes, search strategy, and bibliography, and a tour of the library. Responses to a 45-question evaluation questionnaire indicated that student research skills did improve, with significant differences between experimental and control groups; however, students' attitudes toward librarians and the library did not improve. It was concluded that educational philosophy and admininstrative policy have a greater influence on the program's success than the characteristics mentioned above. Seven references are listed. (RBF)

ED 210 025 IR 009 831

Eichman, Thomas Lee

Subject Indexes vs. Original Documents as Research Sources: A Comparative Account of Text Construction and Use for Academic Libraries.

Pub Date-79
Note-32p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Libraries, Citation Indexes, Comparative Analysis, Content Analysis, *Indexes, *Information Processing, *Information Seeking, Models, *Primary Sources, Reference Materials, *Researchers, Use Studies
Identifiers-Heilprin (Lawrence B), *Indexers, Text Structure

An adaptation of Heilprin's model of the path of propagation of human messages is used to explore the truism that more experienced academic researchers tend to go directly to the published literature, while less experienced researchers may rely more on such secondary sources as indexes and other library reference and bibliographic services. The iconic model, which incorporates an assumption from linguistics about the indirectness of meaning in a message text, is used to examine some of the intellectual processes shared by indexers and authors, as well as ways in which the individual tasks of these persons are different. It is believed that these similarities and differences, as reflected in the texts of the two types of written messages they produce, are partly responsible for the behavior described by the truism. Eleven figures illustrate discussions of theoretical models, documents and indexes, research through references, critical research, citation indexing, the knowledgeable researcher, and the memory of research. A concluding discussion briefly reviews several other models proposed for use in library and information science, and a 34-item bibliography is attached. (RBF)

ED 210 026 IR 009 834

Meadow, Charles T. And Others

Individualized Instruction for Data Access (IIDA). Final Report.

Drexel Univ., Philadelphia, Pa. Graduate School of Library Science.;
Franklin Inst. Research Labs., Philadelphia, Pa.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-22 Oct 81
Grant-NSF-DSI-77-26524
Note-73p.; For related documents, see ED 201 340 and ED 190 080-081.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Computer Assisted Instruction, Computer Programs, Databases, Higher Education, Individualized Instruction, *Information Retrieval, *Man Machine Systems, *Online Systems, *Training Methods
Identifiers-*Individualized Instruction for Data Access, *Users

The realization that the facilities available for the retrieval of scientific and technical information were being underutilized resulted in a project undertaken by the Drexel University School of Library and Information Science to develop a computer intermediary capable of assisting users of scientific and technical information in the performance of online bibliographic searches. Individualized Instruction for Data Access (IIDA), the computer system developed during the project, operates in an instructional and an assistance mode, and can be used to train users to perform online searches or to aid users in search performance. The system employs a set of diagnostics which alert users to the strategic and syntactic errors they make during the search process. When IIDA was operational, a number of evaluations of the system were made, using first undergraduate computer science majors and experienced online searchers, then library science faculty and graduate students and undergraduate engineering students, and finally engineers at the Exxon Research facility in Florham Park, New Jersey. The evaluation studies indicated that individuals who had never done online searching were able, using IIDA, to do searches which produced satisfactory results. Detailed accounts of the design of the system, system operations, and the methodology of the evaluation studies are given, and the project bibliography is included. (JL)

ED 210 027 IR 009 835

Katz, Ruth M.

Technology as a Factor in Library Development and Educational Change.

Pub Date-7 Jul 81

Note-36p.; Paper presented at the Annual Workshop co-sponsored by Lenoir Community College and East Carolina University Library Science Alumni Association (4th, Greenville, NC, July 7, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cable Television, *Delivery Systems, Educational Change, *Libraries, *Library Services, Organizational Change, *Technological Advancement, Technology, *Telecommunications, Videodisc Recordings, Videotex

Intended to inform librarians and educators about the technology-based delivery systems likely to affect education and librarianship in the near future and to persuade them to reap the benefits of these systems, this paper provides a non-technical review of telecommunications and media technologies. The relationship between technology and change is discussed, the developing role of telecommunications in society is outlined, broadband and narrowband telecommunications systems are defined, and a number of recent or potential uses of these systems are examined, including electronic mail, cable television (with special emphasis on Instructional Television Fixed Service ITFS), videodisc systems, and teletext/viewdata systems. The use of teletext in closed-caption broadcast services and a number of prototype viewdata systems are described, with particular attention paid to the TELIDON system developed by the Ontario Educational Communications Authority (OECA). Some projections are made concerning the future uses of telecommunications-based systems to increase access to education and the range of educational opportunity, and the resultant changes facing librarians and educators are enumerated. Accompanying the text are three figures and a list of 12 references. (JL)

ED 210 028 IR 009 836

Ellsbury, Susan H. And Others

Library Instruction Workbook for the Sciences for Use in Mitchell Memorial Library, Mississippi State University. Pilot Study, Final Report.

Mississippi State Univ., Mississippi State. University Libraries.
Pub Date-80
Note-25p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Analysis of Variance, *College Libraries, Costs, Higher Education, Librarians, *Library Instruction, Pilot Projects, *Program Effectiveness, *Program Implementation, Research Design, Sciences, Time on Task, *Workbooks
Identifiers-Mississippi State University

Freshman botany students, graduate students, and student library assistants participated in a study to determine the effectiveness of a self-paced workbook on learning library skills in searching science literature and to determine staff and funding requirements to run larger scale instructional programs. The botany students comprised four groups. The volunteer group used the entire workbook, whereas the randomly selected groups completed portions of the workbook assignments and received additional instruction at three levels: none, library tour only, or workbook available on request. Graduate students and student library assistants were required to complete the entire workbook. Participants were given a pretest and posttest consisting of selected questions from the workbook. The results of the study indicated that students completing the workbook had statistically greater score increases on a standard test than those student groups who did not have access to the workbook. Activities involved, the amount of time to prepare the workshop material, and the cost of printing the workbook and pretests are discussed. Also discussed are the workbook, materials, time tables for assignment completion, costs, and staff. Suggested program implementation is outlined. Five tables, two figures, and three references are provided. (RBF)

ED 210 029 IR 009 837

Semb, George And Others

An Analysis of the Instructor's Role in a Personalized Psychology Course.

Pub Date-81

Note-11p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, 1981).

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affective Measures, Classroom Observation Techniques, *Group Dynamics, Higher Education, *Individualized Instruction, *Interaction, Statistical Analysis, Student Attitudes, *Student Teacher Relationship, Teacher Attitudes, *Teacher Role, Undergraduate Students

Identifiers-Personalized System of Instruction

Forty-two students enrolled in an introductory child development course at the University of Kansas participated in a study which assessed student-instructor interaction in a personalized psychology course. Using Keller's Personalized System of Instruction (PSI), the instructor's role was investigated by comparing the number of interactions between instructors, students, and proctors under two instructor conditions: active and inactive. The active instructor moved throughout the classroom, initiated interactions, and looked over students' study guides. The inactive instructor did not initiate interactions and remained seated at a desk and answered student questions from that location. Results indicated no significant differences in academic performance or rate of learning between the two approaches. However, students rated the active instructor condition more favorably than the inactive instructor role. Seven references are listed. (MER)

ED 210 030 IR 009 838

Semb, George B.

Contingency Arrangements in Personalized Instruction.

Pub Date-81

Note-11p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, 1981).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Contingency Management, *Group Instruction, Higher Education, *Individual Characteristics, *Individualized Instruction, *Individual Needs, *Mastery Learning, Motivation Techniques, Pacing, Teaching Methods

Identifiers-Personalized System of Instruction

This paper discusses a number of contingency arrangements used in studies at the University of Kansas to enhance individualized characteristics of personalized instruction. It begins with an examination of Keller's Personalized System of Instruction (PSI) and its five defining features: (1) reliance on the written word, (2) unit mastery, (3) the go-at-your-own-pace feature, (4) motivational lectures, and (5) the use of proctors. It argues that the core of personalized instruction is the unit mastery requirement which stipulates that students cannot progress from one unit to the next until the previous one has been mastered, and that all other PSI components only serve to enhance the unit mastery concept. Finally, the paper outlines several studies conducted at the University of Kansas and elsewhere which were designed to use contingencies to make personalized instruction more dynamic and flexible, and to make group-based classes more responsive to individual student needs. Ten references are listed. (MER)

ED 210 031 IR 009 839

Cable Library Survey Results.
Public Service Satellite Consortium, Washington, D.C.
Pub Date-81
Note-23p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cable Television, *Communications Satellites, Community Resources, *Library Cooperation, *Library Networks, *Library Role, *Library Services, Telecommunications

This report summarizes a survey of 198 libraries which had been identified as potential cable libraries which assessed: (1) to what extent a national satellite cable library network might already be in technical existence, (2) how many libraries are connected to cooperative cable companies with satellite hardware and excess receiver capacity, and (3) of that number, how many cable libraries would be interested in participating in satellite-assisted library services and video-teleconferences. Questionnaire and telephone interview responses indicated that the majority of the libraries surveyed recognized the need to expand their community service roles through some use of telecommunications. It was also found that if joining with cable systems to provide satellite program receiving locations was a method of improving community services without making demands on the library's budget, the concept was worth exploring individually on an operational basis. A list of pros and cons for a national satellite cable library network, and a discussion of potential avenues for financing close-circuit satellite events are also provided. (Author/MER)

ED 210 032 IR 009 842

Herman, Kenneth
The Psychologist and the Computer.

Pub Date-81
Note-13p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, 1981).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Clinical Diagnosis, *Computer Assisted Testing, Cost Effectiveness, *Diagnostic Tests, *Mental Health Programs, Patients, Psychological Services, *Psychological Testing, Psychologists, Therapists

This discussion of an online, in-house computer system used in a group clinical psychology practice describes the development of a program designed to offer cost-effective testing services for patients of mental health professionals. The report provides detailed information on two psychological testing inventories rendered via computer. The first is a Sexual Adjustment Inventory which enables therapists to survey an individual's sexual adjustment; the second is a Self Discovery Program which utilizes the computer to administer pre- and post-session tests to document behavioral and emotional changes exhibited by course participants. An outline of other available tests is provided, including a Stress Anxiety Scan, an Assertive Scale, a Fear Inventory, a Dissimilation Index, an Index of Somatic Problems, a Beck Depression and Hopelessness Scan, a Social History Scan, a Symptom Checklist, a Minnesota Multiphasic Personality Inventory, an Intellectual Screening Battery, and a Career Assessment Survey. Tests projected for future marketing are a Personality Inventory for Children, a Rorschach Interpretation, and a Visual Searching Task for diagnosing neurologically impaired patients. (MER)

ED 210 033 IR 009 843

White, Robert A.

Structural Change Criteria in the Selection of Strategies of Communication for Development. An Examination of Two Contrasting Media Systems National Television and Local Public-Service Radio Stations in the Light of Structural Change Criteria.

Pub Date-May 80
Note-27p.; Paper presented at the Annenberg School of Communications Conference on Communications for the 1980's (May 1980).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communications, Cultural Context, *Developing Nations, Information Dissemination, Media Selection, Models, *Policy Formation, Public Television, *Radio, *Social Structure, Technological Advancement, *Television
Identifiers-Communications Research, Public Service

This paper discusses the important link between social stucture and communications systems and explores some of the practical policy implications resulting from this relationship. First, the concept of social structure as the basis of a pattern of communication is clarified. Then, one paradigm of communication structure typical of many Third World countries is analyzed and the criteria for communications policy implied in this structural process is summarized. Finally, an examination of the evidence of the importance of the intermediate media'' such as local public-service radio provides an example of the application of structural criteria in selecting alternative communications strategies. Thirty-six references are listed. (Author/LLS)

ED 210 034 IR 009 844

Sheingold, Karen And Others

Study of Issues Related to Implementation of Computer Technology in Schools. Final Report.

Bank Street Coll. of Education, New York, N.Y.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 81
Contract-400-80-0023
Note-141p.; Children's Electronic Laboratory Memo No. 2.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Case Studies, *Computer Oriented Programs, Computer Programs, Decision Making, Elementary Secondary Education, *Microcomputers, Needs Assessment, Outcomes of Education, Questionnaires, *Research Needs, *School Districts, Teacher Education

The study reported here was conducted in order to discover and identify ways in which microcomputers are now being used in schools, and the complex issues which surround their implementation. The purpose of the study was to assist the National Institute of Education in setting priorities for research in the area of new technology and education. Three geographically distinct school districts with a diversity of microcomputer applications at both elementary and secondary levels were studied. A research team interviewed people at all levels of the school system, and observed students using microcomputers in a variety of contexts. Six trends emerged from the study which raise important questions for future research: (1) differential access to microcomputers, (2) the emergence of new roles in response to microcomputers, (3) the lack of integration of microcomputers into elementary classrooms and curriculum, (4) the inadequate quantity and quality of software, (5) the inadequate preparation of teachers for using microcomputers, and (6) lack of knowledge of effects and outcomes. Sixty-nine references are appended. (Author/LLS)

ED 210 035

IR 009 846

Television in the Classroom: A Resource Guide for Teachers. KNOW-NET Dissemination Project.

Washington Office of the State Superintendent of Public Instruction, Olympia. KNOW-NET Dissemination Project.

Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Sep 81
Grant-NIE-G-80-0021
Note-69p.
Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Broadcast Television, *Classroom Techniques, *Educational Television, Elementary Secondary Education, Instructional Improvement, *Instructional Materials, Staff Development, *Teaching Methods, *Television Curriculum
Identifiers-*Washington

This resource guide, which was produced to provide support for school programs which use television as part of the regular instructional program in the state of Washington, includes listings of eight characteristics of effective instructional television programs, six of effective instructional television viewing, and five of effective planning for teaching with instructional television; four television series on videotape and 124 films on videotape that are available from the Washington State Video Consortium and the contact people at the consortium; 50 instructional television programs that are broadcast on public television and the four Washington stations; the addresses of and services available from public television stations, commercial television stations, cable consortia and community action organizations; and national media action groups. Also included are the addresses of 26 sources for free or inexpensive materials with descriptions of the services of 20 of the sources, descriptions of seven active programs in schools around the state, and three sources of staff development materials and programs. The appendices include commonly asked questions and answers, a list of public radio stations in Washington, and a bibliography of 63 items. (CHC)

ED 210 036 IR 009 855

DeSantis, Lucille Burbank Pett, Dennis W.

Visual Literacy. . .An Overview of Theory and Practice.

Pub Date-80
Note-20p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cerebral Dominance, *Cognitive Style, *Communication (Thought Transfer), Ideography, *Imagery, Research Reports, *Visual Literacy, Visual Perception
Identifiers-Image Analysis, *Practical Knowledge

Visual Literacy is a field that encompasses a variety of theoretical constructs and practical considerations relating to communicating with visual signs. The theoretical constructs that influence visual communication primarily fall into two closely interrelated categories: those that relate to the individuals involved in the communication process, and those that relate to the visual signs. The first category includes visual perception, hemispheric processes, mental imagery, and cognitive styles. The second category includes sign systems, visual languaging, image variables, and image analysis. The practical considerations include teaching about visual communication, relationships between visual and verbal learning, audiovisual materials in classroom teaching, and influences of media, especially television. Twenty-nine references are listed. (Author/LLS)

ED 210 037 IR 009 856

Lord, Robert E. And Others

Multiple-Instruction, Multiple-Data Path Computers: Parallel Processing Impact on Flight Simulation Software. Final Report.

Denelcor, Inc., Denver, Colo.; Washington State Univ., Pullman.
Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.-AFHRL-TR-80-64
Pub Date-Aug 81
Contract-F33615-79-C-0009
Note-104p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Computer Programs, *Computers, *Flight Training, Mathematical Formulas, Mathematical Models, *Programing, *Simulation
Identifiers-*Computer Architecture

The purpose of this study was to evaluate the parallel processing impact of multiple-instruction multiple-data path (MIMD) computers on flight simulation software. Basic mathematical functions and arithmetic expressions from typical flight simulation software were selected and run on an MIMD computer to evaluate the improvement in execution time that results from the parallel architecture of this type of computer. Recommendations as to the types of tasks which are optimally suitable for this computer architecture are made, together with the improvement in execution speed to be expected. Twenty-six references are listed. (Author/LLS)

ED 210 038 IR 009 857

Fenichel, Carol Hansen Harter, Stephen Paul

Survey of Online Searching Instruction in Schools of Library and Information Science.

OCLC Online Computer Library Center, Inc., Dublin, Ohio.
Report No.-OCLC/DD/RR-81/3
Pub Date-23 Oct 81
Note-109p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Case Studies, *Curriculum, *Databases, Educational Facilities, *Information Retrieval, *Library Education, *Online Systems, Reference Services, School Surveys, Tables (Data), Teacher Attitudes, Teaching Methods
Identifiers-American Society for Information Science, Consciousness Raising, Hands On Experience

A survey conducted to document the status of online searching instruction in United States and Canadian library and information science schools specifically sought information on: reference use of technical processing and traditional search systems, consciousness raising instruction, instructional levels, physical facilities, funding sources, and faculty opinions on online searching, including developmental problems and its future. It was administered by a curriculum committee established in 1979 by the User Group on Online Educators of the American Society for Information Science to improve education and online searching. Of the 116 questionnaires mailed in April 1980 to all ALA accredited library schools and to all institution members of the Association of American Library Schools and a few other schools, 72 were completed and returned. Ten interviews were also conducted in accredited library schools. The results of the survey confirmed that, although courses, instruction content, and teaching methods vary, instruction in online searching is today an integral part of library and information science education. Three educational patterns were identified: the Single Online Course'' approach, the Large Component'' approach, and the Integrated'' approach. Unedited responses to open-ended questions and summaries of the ten case studies are provided as well as 23 tables and 15 references. (RBF)

ED 210 039 IR 009 859

Rader, Hannelore B., Ed.
Collection Development Strategies for Academic and Research Libraries.
Michigan Library Association, Lansing.
Pub Date-13 Nov 79
Note-62p.; Papers presented at a workshop sponsored by the Michigan Library Association, Michigan ACRL Chapter, and University of Michigan School of Library Science (Ann Arbor, MI, November 13, 1979).
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Libraries, *Budgeting, Case Studies, *College Faculty, *Communication (Thought Transfer), *Library Acquisition, Position Papers, Research Libraries
Identifiers-Michigan

This collection of six papers and comments from a workshop focuses on three aspects of collection development budget implications, communication with faculty, and written policies. Points of view are expressed by speakers from small- and medium-sized academic, private, and public libraries in Michigan. The first paper discusses the implication of knowledge explosion, information obsolescence, inflation, dwindling resources, and technology on collection development. Budgeting for library collection development at Central Michigan University is explained in this paper and for Kalamazoo College Library in the second paper. The next two papers, presented by librarians from Hope College and Washtenaw Community College, both address problems in and strategies for communicating with faculty on collection development. Written collection development policies are discussed by librarians from Tannahill Research Library (the museum library of Greenfield Village and the Henry Ford Museum) and the University of Michigan-Dearborn. Comments on the content of the presentations by the library director at Earlham College conclude the workshop proceedings. References are listed for each paper as well as further readings on collection development. (RBF)

ED 210 040 IR 009 860

Reid-Smith, Edward R., Ed.

External Studies in Library and Information Science.

Office of Research in Librarianship, Wagga Wagga (Australia).

Report No.-ISBN-0-949866-00-8

Pub Date-80

Note-127p.

Available from-Office of Research in Librarianship, P.O. Box 744, Wagga Wagga, NSW 2650, Australia ($3.50 Australian).

Pub Type- Collected Works - General (020) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Correspondence Study, *External Degree Programs, Feasibility Studies, Foreign Countries, Individual Instruction, *Library Education, *Library Science, Pilot Projects, *Program Development, Student Needs, *Teaching Methods, Telephone Instruction

Identifiers-Australia, *Distance Education, Scotland, South Africa

A collection of nine commissioned papers, one each from Scotland and South Africa and eight from Australia, address provisions for and problems with distance education for librarianship. Components and applications of directed private study in Scotland and the development, educational philosophy, methods, problems, and standards of correspondence courses in librarianship at the University of South Africa comprise Part I. Part II focuses on Australian experiences in external studies in librarianship. Four of these papers describe various programs, and together they discuss program development, teaching methods, problems, degree requirements, student profile, cost, courses, student needs, and contact modes. Isolation and the external student, a feasibility study on an external study for librarianship, and an evaluation of a pilot study combining on-campus and off-campus work are the topics of the remaining three papers. A discussion by the editor of philosophies and practices of external studies serves as an introduction to the papers. References are included for six of the papers, and biographical notes on the authors are provided. (RBF)

ED 210 041 IR 009 861

Beazley, Richard M.

Library Statistics of College and Universities. Trends 1968-1977, Summary Data 1977.

National Center for Education Statistics (ED), Washington, D.C.

Pub Date-80

Note-60p.; Not available in paper copy due to small print size of much of the document.

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Libraries, Enrollment, Higher Education, Interlibrary Loans, *Library Circulation, *Library Collections, *Library Expenditures, *Library Personnel, Library Surveys, Reading Materials, Statistical Data, *Trend Analysis

Identifiers-Consumer Price Index

The National Center for Education Statistics has tabulated common library data elements and then related them to relevant institutional variables to provide the first analysis of college and university library trends in over a decade, and to supplement annual biennial reports of academic library statistics. Seven surveys provided the information on library data elements such as collection holdings for print and nonprint materials, operating expenditures, staffing, circulation, and interlibrary loan. Institutional variables used for comparison are student enrollments, expenditures, and the Consumer Price Index. The majority of the tables indicate institutional control, type, and enrollment size, and provide means and quartiles as well as totals. Selected data items on library collections, expenditures, and full-time staff are also shown by states. Analyses of the seven college and university surveys reveal substantial increases in collections, financial resources, staffing, and services. However, when changes in student population and inflation are considered, library conditions remained constant with regard to the number of books and circulation per student, and library expenditures in relation to education and general expenditures. Libraries declined in number of staff and expenditures per student, the proportion expended for library materials, and the number of books purchased. Provided are appendices, nine text tables, and 36 survey tables. (RBF)

ED 210 042 IR 009 862

Wiemers, Eugene, Jr.

Materials Availability in Small Libraries: A Survey Handbook. Occasional Paper Number 149.

Illinois Univ., Urbana. Graduate School of Library and Information Science.

Pub Date-81

Note-57p.; Small print in some sample questionnaires may not reproduce clearly.

Available from-Publications Office, Graduate School of Library and Information Science, University of Illinois, 249 Armory Bldg., 505 E. Armory Street, Champaign, IL 61820 (Subscription to Occasional Papers, $12.00/year; single copies, $3.00/each).

Pub Type- Guides - General (050) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Interviews, Libraries, *Library Materials, *Library Surveys, *Measurement Techniques, Questioning Techniques, Questionnaires, *Sampling, Scoring, *User Satisfaction (Information)

Identifiers-*Availability Rate, Champaign Public Library IL, Test Content

A low cost approach to measuring materials availability in small- or medium-sized libraries using an interview questionnaire is described in detail, along with an application of this approach. A rationale for using this method is provided, as well as guidelines for conducting such a survey. Facts of the study are discussed, including objectives, methods of estimating availability, design criteria, staff and materials commitments, the purpose of each of the six questions, when and how to administer the questionnaire, the method of coding and scoring responses, test limitations, and interpretation of results. Sample questionnaires, scoring instructions, and a scoring sheet are provided. A description of a study conducted at the Champaign Public Library and Information Center in March 1979 to evaluate the test instrument and user response to it is appended. This report covers procedures for conducting the interview, sampling of library patrons, and the results of the survey, including responses used, types of materials requested, the success and failure rates of materials by class and item, and the cost of the survey. Eleven tables and a list of 36 references are provided. (RBF)

ED 210 043 IR 009 863

Materials Inventory. Materials Available for Programs Approved by the Joint Dissemination Review Panel, Department of Education. Fifth Edition.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Office of Educational Research and Improvement (ED), Washington, D.C. National Diffusion Network.

Pub Date-81

Contract-300-80-0839

Note-871p.; For related documents, see ED 195 011 and ED 197 735.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF06/PC35 Plus Postage.

Descriptors-*Audiovisual Aids, Cost Estimates, *Demonstration Programs, Educational Equipment, Elementary Secondary Education, *Instructional Materials, *Resource Materials, Validated Programs

Identifiers-National Diffusion Network Programs

Meant to be used in conjunction with the National Diffusion Network's annual catalog, Educational Programs That Work, this inventory lists materials and equipment used to implement programs approved by the Joint Dissemination Review Panel at adopting sites. The entries are arranged in alphabetical order by program name. Each entry contains the name, address, and phone number of the contact person for a particular program, and also includes information on the materials and publications used by the program, the cost and availability of those materials and publications, and the publication dates and copyright status of selected publications. An index to program names and acronyms is also provided. (JL)

ED 210 044 IR 009 864

Sherman, Marc Ian, Comp.

A Researcher's Guide to Historical Institutions in Washington, D.C.

Pub Date-80

Note-72p.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Archives, Federal Government, Government Libraries, *History, *Information Seeking, Institutional Libraries, *Library Collections, Medical Libraries, *Museums, National Libraries, Public Libraries, *Resource Materials, Special Libraries

Identifiers-District of Columbia

Designed for use by students, scholars, and other researchers, this resource guide contains 100 entries describing the collections available for use for historical research in many of the archival repositories, federal government offices, historical organizations, museums, and public and private libraries in the Washington, D.C. area. The entries are arranged alphabetically by institutional name, and institutional addresses, telephone numbers, hours of service, rules and regulations governing collection use, and brief comments on institutional holdings and the unique features of particular collections are included. A subject index to the listings is found at the back of the guide. (JL)

JC

ED 210 045 JC 800 021

Adamson, Willie D.
Institutional Planning: A Systems Approach.
Pub Date-24 Sep 81
Note-19p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Administration, *Educational Planning, *Management Information Systems, Organizational Objectives, Postsecondary Education, Systems Analysis, *Systems Approach

This four-chapter report explores the possible contributions of a systems approach to institutional planning. After introductory comments, Chapter I reviews the management theory of Henry Fayol, which emphasizes management tasks, such as planning, organizing, commanding, coordinating, and controlling, which are universal'' regardless of the level or kind of organization being considered. The applicability of this theory to education is then assessed. Next, Chapter II defines the systems approach to management as the implementation of a holistic view of an organization, focusing on the interactions and working relationships of its component parts and on the organization's interaction with its environment. This chapter goes on to examine and provide examples of organizational goals (i.e., broad statements of philosophy/purpose) and objectives (i.e., desired accomplishments that can be measured within a given time period) and to consider their use in guiding the systems planning process. Chapter III illustrates the use of a management information system in strategic planning, management control, and operating control. In conclusion, Chapter IV re-emphasizes the applicability of the systems approach to higher education. (KL)

ED 210 046 JC 800 455

Davis, Ronald Marshall

The Development and Delivery of Mathematics Service Courses in Two Year Colleges.

Pub Date-80

Note-494p.; Ph.D. Dissertation, University of Maryland.
Available from-University Microfilms, P.O. Box 1764, Ann Arbor, MI 48106 (Order No. 81-3872, MF $9.00, Xerography, $18.00).
Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Case Studies, College Mathematics, *Cooperation, Interdisciplinary Approach, *Mathematics Instruction, Mathematics Teachers, Nonmajors, Organizational Communication, Questionnaires, Surveys, Teacher Attitudes, Technical Education, Two Year Colleges, *Vocational Education, Vocational Education Teachers

A study was conducted to determine the level of cooperation between mathematics and occupational-technical faculty in the development and delivery of occupational-technical mathematics courses at 100 randomly selected two-year colleges. Level of cooperation was measured by obtaining the perceptions of selected administrators and faculty toward the willingness of mathematics faculty to adapt their concept of appropriate mathematics for occupational-technical programs and toward the amount of coordination provided by the mathematics faculty for occupational-technical mathematics courses. A campus rating was developed from these responses, assigning the campuses a low, moderate, or high level of interface. Case studies were used to provide in-depth studies of the six high and eight low interface colleges. Information was gathered through the use of campus visitations, individual and group interviews, questionnaires, and rating sheets. Five key factors were identified as influencing level of interface: (1) quality of informal communication; (2) process for development and review of content for occupational mathematics courses; (3) departmental location of responsibility for occupational math course instruction; (4) enrollment; and (5) age of the college. The study report includes a review of the literature on organizational theories and occupational-technical education, a description of the research design and findings, and conclusions and is appended by survey instruments and case studies. (Author/AYC)

ED 210 047 JC 800 456

Public Administrators. Project TEAMS. (Techniques and Education for Achieving Management Skills).

Platte Technical Community Coll., Columbus, Nebr.

Spons Agency-Nebraska Coordinating Commission for Postsecondary Education, Lincoln.

Pub Date-Mar 80

Note-161p.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Accountability, Budgeting, Community Colleges, Computers, Learning Activities, Legislation, *Management Development, Personnel Management, Problem Sets, Problem Solving, Professional Continuing Education, *Public Administration, Public Administration Education, Skill Development, Supervisory Methods, Textbooks, Two Year Colleges

Identifiers-*Management Skills

Prepared as part of a project to help managers and supervisors develop practical, up-to-date managerial skills in a relatively short time, this instructional workbook provides information and exercises applicable to on-the-job situations encountered by public administrators. Unit I focuses on leadership, management theories, time and stress management, and problem solving. Unit II offers information related to accountability; planning; analytical and investigative skills; policy formulation, activation, and evaluation; labor regulations affecting public administrators; and labor agreements. After Unit III covers communication, management techniques, committees, public relations, conflict management, and motivation, Unit IV suggests personnel techniques and discusses personnel management and staff development. Six additional topics are covered in the final unit: economics, budgeting, grantsmanship, physical facilities, computer technology, and leisure management. Each unit provides: (1) a statement of overall unit objectives; (2) specific objectives for each topic; (3) suggested instructor and participant activities; (4) a list of instructional materials included; (5) a list of references; (6) information sheets defining terms, presenting the topics, and recommending activities and strategies for use in class and on the job; (7) transparency masters; (8) strategies for use on the job; (7) transparency masters; (8) assignment sheets; and (9) a review test. (AYC)

ED 210 048 JC 800 457

Independent Business Owner/Managers. Project TEAMS. (Techniques and Education for Achieving Management Skills).

Platte Technical Community Coll., Columbus, Nebr.
Spons Agency-Nebraska Coordinating Commission for Postsecondary Education, Lincoln.
Pub Date-Mar 80
Note-188p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Budgeting, *Business Administration, Community Colleges, Computers, Decision Making, Learning Activities, Legislation, *Management Development, Personnel Management, Planning, Problem Solving, Professional Continuing Education, Public Relations, Self Evaluation (Individuals), Skill Development, Supervisory Methods, Textbooks, Two Year Colleges
Identifiers-*Management Skills, *Self Employment

Prepared as part of Platte Technical Community College's project to help managers and supervisors develop practical, up-to-date managerial skills in a relatively short time, this instructional workbook provides information and exercises applicable to on-the-job situations encountered by independent business owner/managers. Unit I provides information about the personal characteristics of successful business people, helps the manager increase his/her knowledge of self and the chosen field, and discusses business ethics and the problem-solving process. Unit II focuses on time management, office organization, governmental regulations, employee benefits, and insurance, while Unit III stresses skills related to personnel management, communications with employees and other businesses, public relations, and conducting meetings. Five topics are covered in Unit IV: accounting, budgeting, computers, market analysis, and advertising. Unit V concludes with discussions of goal setting, risk taking, use of consultants, research development, and incorporating. Each unit includes: (1) unit objectives; (2) specific objectives; (3) suggested instructor and participant activities; (4) an instructional materials list; (5) references; (6) information sheets which define terms, present topics, and recommend activities and techniques; (7) transparency masters; (8) assignment sheets; and (9) a review test. (AYC)

ED 210 049 JC 800 458

Health Care Administrators. Project TEAMS. (Techniques and Education for Achieving Management Skills).

Platte Technical Community Coll., Columbus, Nebr.
Spons Agency-Nebraska Coordinating Commission for Postsecondary Education, Lincoln.
Pub Date-Mar 80
Note-160p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Administration, Administrators, Allied Health Occupations, Change Strategies, Community Colleges, Computers, Decision Making, Learning Activities, Legislation, *Management Development, Medical Vocabulary, Personnel Management, Problem Solving, Professional Continuing Education, Program Evaluation, Public Relations, Skill Development, Stress Variables, Supervisory Methods, Textbooks, Two Year Colleges

The result of a project to develop short courses to help health care administrators and supervisors in developing practical, up-to-date management skills, this instructional workbook provides information and exercises applicable to on-the-job situations. Unit I covers the following leadership considerations: self-awareness, time management, problem solving, accounting principles, and grantsmanship. Next, Unit II focuses on communications, peer relationships, medical terminology, conducting a meeting, and public relations. After Unit III considers personnel considerations of recruitment, labor laws, job descriptions, motivation, and evaluation, Unit IV stresses the skills related to delegation of responsibility, personnel and conflict management, stress management, and accident prevention. Finally, Unit V investigates management theories and functions, objectives and planning, program evaluation, change strategies, major challenges facing health care administrators in the 1980s, and computers and other technological advances. Each unit includes: (1) a statement of overall unit objectives; (2) specific objectives for each topic; (3) suggested instructor and participant activities; (4) a list of the instructional materials included; (5) a list of references; (6) information sheets which define terms, present topics, and recommend activities and strategies for implementation in class and on the job; (7) transparency masters; (8) assignment sheets; and (9) a review test. (AYC)

Business and Industrial Supervisors. Project TEAMS. (Techniques and Education for Achieving Management Skills).

Platte Technical Community Coll., Columbus, Nebr.
Spons Agency-Nebraska Coordinating Commission for Postsecondary Education, Lincoln.
Pub Date-Mar 80
Note-160p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Advertising, Budgeting, *Business, Change Strategies, Community Colleges, Computers, Continuing Education, Decision Making, *Industry, Learning Activities, *Management Development, Motivation, Organizational Communication, Personnel Management, Personnel Policy, Planning, Supervisors, *Supervisory Methods, *Supervisory Training, Textbooks, Two Year Colleges
Identifiers-*Management Skills

The result of a project to develop short courses to help business and industrial supervisors in developing practical, up-to-date managerial skills, this instructional workbook provides information and exercises applicable to on-the-job situations. Unit I covers the following aspects of management: leadership techniques, problem solving, decision making, planning, and time management. The topics covered in Unit II relate to personnel considerations of hiring, job standards and training, employee benefits, and labor laws. Unit III deals with internal and external lines of communication, focusing on delegation of responsibility, public relations, and the role of the new manager. After Unit IV discusses motivation, change strategies, personnel and conflict management, and stress management, Unit V focuses on the management skills related to budgeting, using accounting data, computer awareness, economics, and advertising. Each unit provides: (1) an overall statement of unit objectives; (2) specific learning objectives for each topic; (3) suggested instructor and participant activities; (4) a list of instructional materials included; (5) a list of references; (6) information sheets which define terms, present topics, and recommend activities and strategies for application in class and on the job; (7) transparency masters; (8) assignment sheets; and (9) a review test. (AYC)

ED 210 051 JC 800 460

Achieving Management Skills. Project TEAMS. (Techniques and Education for Achieving Management Skills).

Platte Technical Community Coll., Columbus, Nebr.

Spons Agency-Nebraska Coordinating Commission for Postsecondary Education, Lincoln.

Pub Date-Mar 80

Note-113p.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Administrator Responsibility, Budgeting, *Business Administration, Business Communication, Community Colleges, Computers, Decision Making, Learning Activities, Legislation, *Management Development, Motivation, Personnel Management, Planning, Problem Solving, Professional Continuing Education, Public Relations, Skill Development, Stress Variables, Supervisory Methods, Textbooks, Two Year Colleges

Identifiers-*Management Skills

Prepared as part of Platte Technical Community College's project to help managers and supervisors develop practical, up-to-date managerial skills in a relatively short time, this instructional workbook provides information and exercises applicable to on-the-job situations. Unit I focuses on time management, the causes and management of stress, and aspects of personnel management, including human relations, employee counseling, change strategies, and conflict resolution. Unit II provides the manager with an opportunity to increase his/her knowledge of budgeting and financial management, computer systems, and planning. Unit III covers the topics of communication (in terms of barriers to effective communication, organizational communication, and listening skills), delegation of responsibility, and motivation (covering the theories of Maslow, Herzberg, and McGregor and motivational devices). The final unit explores the government regulations affecting business, problem solving and decision making, and public relations. Each of the units is structured identically and includes: (1) overall unit objectives; (2) specific objectives related to each topic; (3) suggested instructor and participant activities; (4) a list of instructional materials included; (5) a reference list; (6) information sheets which define terms, present topics, and recommend techniques; (7) transparency masters; (8) assignment sheets; and (9) a review test. (AYC)

ED 210 052 JC 810 515

Erickson, Lowell J. Pimental, Gene

Health Occupational Program Needs in the Los Angeles Community College District. A Report of Study Results.

Los Angeles Community Coll. District, Calif.
Pub Date-Jul 81
Note-115p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Allied Health Occupations, *Allied Health Occupations Education, *Educational Demand, *Educational Supply, Employer Attitudes, Employment Patterns, *Employment Projections, Enrollment, Multicampus Districts, Needs Assessment, Occupational Information, Questionnaires, Salaries, Two Year Colleges
Identifiers-*Los Angeles Community Colleges CA

The study described in this report was conducted by the Los Angeles Community College District (LACCD) to provide a basis for a master plan for health occupation programs and facilities that would meet the educational purposes and needs, workforce demands, and criteria for effective resource management of the district. After discussing the increased need for allied health workers and increasing fiscal constraints, the report describes the study's methodology. This involved: (1) a survey of present employment needs for trained health occupation personnel in Los Angeles; (2) a survey of local educational providers of health occupation training; (3) an assessment of current health occupation programs in the district; and (4) a forecast for future personnel needs using a Delphi survey technique. Next, the results of each of the surveys and assessment are presented. A summary section presents conclusions, such as that the demand for programs training registered nurses far exceeds any other need for health occupation personnel and includes demands for variation in both level and type of specialization. The report also indicates a growing demand for specialized technician and medical office personnel training. Appendices include data on health occupation employment opportunities and salaries; enrollment data in LACCD health programs for 1977-79; occupation descriptions; the employer survey sampling design and response rate; and all survey instruments. (AYC)

ED 210 053 JC 810 544

Brookes, Michael Clifford Todd

Generativity, Stuckness, and Insulation: Community College Faculty in Massachusetts.

Pub Date-Sep 80
Note-117p.; Ed. D. Dissertation, University of Massachusetts.
Available from-University Microfilms, P.O. Box 1764, Ann Arbor, MI 48106 (Order No. 81-01,308, MF $9.00, Xerography, $18.00).
Pub Type- Dissertations/Theses - Doctoral Dissertations (041)

Document Not Available from EDRS.

Descriptors-Burnout, *College Faculty, Community Colleges, *Individual Development, *Job Satisfaction, Psychological Patterns, Surveys, Teacher Characteristics, Teacher Evaluation, *Teacher Morale, Teacher Motivation, Two Year Colleges

This study examines the psychosocial conditions of generativity and stagnation and personal characteristics related to these conditions among senior faculty at five community colleges in Massachusetts. Chapter I outlines the problem and purpose of the study; defines stuckness'' as a lack of challenge or career options, contrasting it with burnout; details study limitations and assumptions; and suggests the significance of the research. A review of related work in higher education, psychology, and business is presented in Chapter II, where Erickson's definitions reveal generativity as a stage in human development characterized by a productive and forward-looking orientation. Chapter III details study design, which included a survey, personal interviews, and the administration of a job satisfaction/dissatisfaction scale to 27 faculty members. Chapter IV presents findings, including: (1) both generativity and stuckness were identified among the instructors; (2) faculty experiencing generativity and stuckness had distinctive characteristics rooted in their job satisfaction, hours spent on campus, attitudes toward students, satisfaction from and feelings toward teaching, and plans; and (3) insulation, a third stage related to leveling off in professional development, was identified. In Chapter V, conclusions are presented related to the needs of insulated staff and the value of staff development. Appendices contain the survey instruments and related materials. (KL)

ED 210 054 JC 810 546

Parry-Hill, Joseph W., Jr.

Highlights from Two Recent Studies on the Use of Citizen Advisory Groups in the North Carolina Community Colleges.

North Carolina State Advisory Council on Education, Raleigh.
Pub Date-Aug 81
Note-9p.

Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Advisory Committees, *College Curriculum, Community Colleges, *Curriculum Development, *Group Activities, Group Membership, *Program Effectiveness, School Community Relationship, State Surveys, Technical Institutes, Two Year Colleges, *Vocational Education
Identifiers-*North Carolina Community College System

Two studies investigated the use of curriculum advisory committees by North Carolina community colleges. The first, by George Armfield of Caldwell Community College and Technical Institute, surveyed community college administrators and faculty about their use of these committees. The study: (1) identified 16 major functions of curriculum advisory committees ranging from offering advice on program development to providing awards to outstanding students; (2) identified problems involving infrequent meetings, confusion about the groups' objectives, problems of attendance, and failure to recognize the groups' contributions and to implement the groups' recommendations; (3) determined that the qualities of the committee members, such as relevant experience, enthusiasm, and availability, had a great impact on the effectiveness of the committee; (4) determined that variables including length of appointment, size of committee, member orientation, elections, and recognition of committee members' service had little effect on committee effectiveness; and (5) suggested that the effective utilization of curriculum advisory committees requires a clear set of objectives and the selection of knowledgeable and interested committee members. The results of Armfield's study are strongly supported by a study by Dr. Harley Affeldt at Forsyth Technical Institute, which also found that involvement of the members, college support, and implementation of committee recommendations are necessary for committee functioning. Tables showing results from Armfield's study are appended. (KL)

ED 210 055 JC 810 553

Spore, Melissa Pierce, Nancy

Adult Basic Education and English as a Second Language: Prospects for Integration of Education and Gerontology.

New York City Technical Coll., Brooklyn. Div. of Continuing Education and Extension Services.

Pub Date- 80

Note-13p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Basic Education, Adult Students, *Agency Cooperation, Community Colleges, Community Education, *Educational Gerontology, Educational Needs, *English (Second Language), *Older Adults, Second Language Instruction, Student Motivation, Two Year Colleges

Although basic education and English as a Second Language constitute core components of adult education, older persons have not been a target for language programs until recently. Research indicates a great need for and interest in adult basic education among language-restricted seniors who seek the every day rewards of language fluency. Gerontologists can help in meeting these needs through research into learning characteristics and motivation of older learners, field and evaluation research on programs serving adults in a variety of settings, training adult educators, and advising in the preparation of curriculum materials. No single discipline or profession has access to all elements critical to a successful literacy program for older students. Rather, interdisciplinary and inter-institutional collaboration among senior center administrators, social service agency workers, curriculum development specialists, and educational administrators is essential for success in the recruitment, counseling, and placement of students; the training and supervision of instructors; the preparation of instructional materials; and liaison with educational funding agencies. The ideal program delivery system must coordinate the efforts of various institutions and disciplines with the purpose of language mastery for older adults. Gerontologists can serve as a catalyst in bringing together these different elements and creating linkages within and outside the college. (KL)

ED 210 056 JC 810 554

Pierce, Nancy Burgio, Maria R.

An Evaluation of the Liberal Arts Program of the Institute of Study for Older Adults.

New York City Technical Coll., Brooklyn. Div. of Continuing Education and Extension Services.

Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date- 81

Note-93p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Adult Programs, Community Satisfaction, *Liberal Arts, *Older Adults, *Outreach Programs, *Participant Satisfaction, *Program Effectiveness, Program Evaluation, Quality of Life, Student Characteristics, Technical Institutes, Two Year Colleges, Urban Education

Identifiers-*Institute of Study for Older Adults

In 1979 a project was undertaken to evaluate the Institute of Study for Older Adults (ISOA) Liberal Arts program, a unit of the City University of New York which provides noncredit, off-campus liberal arts classes for the elderly poor of New York City. The evaluation sought to determine the demographic characteristics of program participants; the relationship of learning with factors of social adjustment, self-esteem and life satisfaction in the aged; and the effectiveness of certain program operations. This seven-part report describes the Liberal Arts program as well as the evaluation effort and its results. After Part I reviews the scope and purpose of the evaluation project, Part II provides background on New York City Technical College, the Institute, and current challenges to the ISOA. Part II goes on to offer ISOA's view of general education as the application of academic disciplines to the lives of the elderly, and to outline five desired student outcomes. Part III introduces the evaluation project and the survey methodology used. The scales used on the questionnaire determined demographics, community activities and perceptions, perceived well-being, self-determinism, social interaction, social network assessment, course and teacher evaluation, and course effects on life satisfaction. Part IV presents and analyzes the results of the study, comparing ISOA participants with control groups, and also examines student and staff responses to the evaluation. The questionnaire and data tables are appended. (KL)

ED 210 057 JC 810 571

Forbes, W. G.

Who Has the Power?

Pub Date-Jul 81

Note-13p.; Paper presented at the Transatlantic Institute (Oxford, England, July 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Role, *Educational Policy, *Governance, Government Role, *Government School Relationship, Institutional Autonomy, *Policy Formation, *Postsecondary Education, *Power Structure

Identifiers-*Canada

Three issues concerning educational policy making are examined in this paper: (1) Who has the power to affect major policies in Canadian postsecondary education? (2) How does a shift in power affect educational policy making? and (3) How can institutional management best respond to this power? After presenting a rationale for its focus on power, the paper lists nine groups which influence policy making and comments upon issues associated with their degree of influence over policy making. These nine groups are, in order of influence, the provincial government, the institutional boards of governors, college presidents, college faculty, the federal government, faculty unions, college students, alumni associations, and local governments. After the assertion is made that the concentration of power in the hands of the provincial government makes any resultant policy less applicable to local needs, nine suggestions are provided as ways that institutional management can extend its power to influence policy making. These suggestions include the following: develop a strong identification with the next higher power source, i.e., the board of governors; strengthen the power base by forming peer groups such as a council of presidents; find out about the value systems and characteristics of those who have power; and move to a participative administrative mode. The paper concludes with comments on the inevitability and positive aspects of conflict in matters of power. (AYC)

Voc-Ed Update.

Hawaii Univ., Honolulu. Office of the State Director for Vocational Education.
Pub Date-Jan 81
Note-20p.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affirmative Action, Articulation (Education), Federal Legislation, Federal Regulation, Futures (of Society), *Government School Relationship, Inservice Education, Job Placement, Postsecondary Education, Program Administration, School Holding Power, Secondary Education, State Agencies, State Surveys, *Vocational Education
Identifiers-*Hawaii

An overview is presented of vocational education in Hawaii. The first two sections define vocational education and contrast it to employment training, emphasizing the need for coordination between secondary and postsecondary programs. Noting the impact of federal funding laws, the next section describes the composition and responsibilities of the state boards, councils and offices concerned with vocational education in Hawaii and the relationships among them. The federal role in vocational education is covered next and significant federal legislation in the field is reviewed since 1972. The accomplishments of vocational education are then illustrated in terms of steady enrollments, program completions, employer satisfaction, sex equity, and professional personnel training. The following section examines the challenges for vocational education in the 1980's. These include fiscal austerity which may require the curtailment of programs, support services and expansion; the role of vocational education in solving national problems of unemployment, poverty, and social dislocation; increasing accessibility to programs; outreach to populations not yet served by vocational education; achieving equity in programs; and new demands for professional development activities. The report provides data tables and charts throughout. (KL)

ED 210 059 JC 810 582

Donohue, Philip E.

Window Treatment Phase I and Other Energy II Conservation Measures.

Tompkins-Cortland Community Coll., Groton, N.Y.

Spons Agency-National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date- 81

Note-34p.

Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Building Design, Building Operation, Community Colleges, Costs, *Educational Facilities Improvement, *Energy Conservation, *Glass Walls, *Heating, *Thermal Environment, Two Year Colleges

Six different energy-saving treatments for large window areas were tested by Tompkins-Cortland Community College (TCCC) to coordinate energy saving with building design. The TCCC building has an open space design with 33,000 square feet of external glass and other features causing heating problems and high energy costs. Phase I of the window-treatment study, initiated in 1977, reviewed traditional and innovative conservation strategies and methods of measuring window treatment effectiveness. Six available window treatments were installed and tested (i.e., Plexiglas, 3M P-19 reflective film, Seco Thermoshade, thermofold drapes, Tuffak-Twinwall, and GE Lexan Sheet). Test areas were selected on the basis of the suitability of the treatment to the location, ability of testers to examine effects of the treatment, and preferences of people using the space. Concurrent with Phase I, TCCC prepared a curriculum in energy conservation, making it possible for work-study students to record field data such as temperatures and wind speed. Additionally, TCCC contracted for a mobile thermograph and monitored interior temperatures and heat flow. The six treatments were evaluated in terms of heat flow reduction, maintenance problems, delivery and installation time, cost, and acoustic, visual, and aesthetic concerns. In Phase II, insulating draperies were selected for windows in high traffic areas, and Seco Thermoshades and Plexiglas sheets were selected for low-use, difficult access areas. Tables, graphs, and technical appendices constitute the bulk of the report. (KL)

ED 210 060 JC 810 586

Revitalizing the Humanities in the Community College: Progress Report, October 1, 1980 September 30, 1981.

Center for the Study of Community Colleges, Los Angeles, Calif.; Washington State Board for Community Coll. Education, Olympia.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-81
Note-73p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-College Curriculum, *Community Colleges, *Community Surveys, Curriculum Development, *Curriculum Enrichment, *Humanities, Humanities Instruction, Information Dissemination, Program Evaluation, *School Surveys, State Programs, *Teacher Workshops, Two Year Colleges, Vocational Education
Identifiers-*Center for the Study of Community Colleges CA, Washington

This report describes the activities of the Center for the Study of Community Colleges in Washington's Revitalizing the Humanities in the Community College Project. Introductory material describes the Center's role in the project with regard to designing and conducting surveys, planning and conducting faculty workshops focusing on strengthening the humanities, disseminating findings, and evaluating the project. Next, the report reviews the activities of the Center in these areas. The activities included the following: (1) two versions of a community survey were designed to determine what community agencies, organizations, and groups are involved in the humanities; (2) workshops were organized on designing, administering, and analyzing questionnaires; (3) an audience survey was developed for cultural events; (4) a student survey form was drafted and evaluated; (5) 14 workshops were conducted focusing on approaches to integrating the humanities into occupational programs, interdisciplinary courses, lay advisory committees for the humanities, and methods of organizing student and community surveys; and (6) articles, reports, and speeches disseminated information about the project and its activities. After an evaluation of the positive and negative results encountered so far, the report reviews the activities planned for 1981-82 in the areas of surveys, workshops, dissemination, and evaluation. Appendices include the survey instruments, workshop reports, and an inventory of current approaches to integrating humanities and occupational instruction. (AYC)

ED 210 061 JC 810 606

Vaughan, Jerry L.
The God Factor of the Community College Ecological System: Future Studies.
Pub Date-1 Dec 80
Note-48p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Administration, *College Curriculum, *College Planning, *Community Colleges, Decision Making, *Futures (of Society), Prediction, *Relevance (Education), Two Year Colleges

A rationale and plan are presented for implementing a futures approach in many areas of community college activities. After the introduction, the paper cites several characteristics of the community college and its mission which mandate planned experimentation and innovation. Next, the relationship of future studies to the educational system as a whole is examined by: (1) defining futures studies; (2) presenting reasons for studying the future; (3) looking at future studies activities by researchers, theoreticians, and business representatives; (4) comparing the purposes and uses of conventional science and futures research; (5) reviewing current futures studies activities at educational institutions; and (6) assessing the value of futures studies to the individual. The next section explores futures studies in the community college in terms of the rationale for future studies programs, the structural relationships of future studies to the community college constituency, student and academic program considerations, and degree plans with a future studies orientation. Course descriptions are provided for credit and non-credit futures courses, and instructional staff development is discussed. Additionally, this section covers non-instructional uses of futures studies in the areas of forecasting and developing institutional strategies to cope with change and of community college funding. Concluding remarks reveal the ultimate goal of future studies as the ability to control evolution itself, i.e., The God Factor.'' (KL)

ED 210 062 JC 810 614

Philbin, Alice and Others

Directing Community College Human Services in the 1980's.

Pub Date-9 Sep 81

Note-9p.; Summary of a panel presentation for the Southern Illinois University at Carbondale School of Technical Careers' Center for Research in Technical Education (Carbondale, IL, September 9, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Accountability, Community Colleges, *Community Services, Educational Finance, Federal Regulation, *Financial Support, *Human Services, *Resource Allocation, State Aid, State Legislation, Two Year Colleges

The human service functions of community colleges are extremely diverse, and few are common to all institutions; however, community colleges share certain characteristics which distinguish them from other organizations providing human services. Among these is the degree to which colleges must interact with and be influenced by the laws and regulations of state and federal governments. Government requirements result in a need for coordination and cooperation and detract from the community college's flexibility in establishing operational objectives. Another distinguishing characteristic of the community college is its emphasis on the inherent value of the service as well as the cost of service. Finally, community colleges have unique organizational structures, which are sensitive to changes in bureaucracy and expenditures. One approach used by community colleges to increase their flexibility in developing innovative human services programs is cross-subsidization, whereby revenues and resources of successful programs are used to support programs that are not self-sustaining. The extent to which this practice should be allowed to support activities such as needs assessment and training is an important issue, involving considerations such as fairness, demands of funding agencies, line-item budget restrictions, and decentralized decision making. If human service programs are to receive continued funding the price will be creative budgeting and fund raising, innovative programs, careful selection of target populations, and interagency coordination. (KL)

ED 210 063 JC 810 620

McQuaid, Mary A.

Study of Students Enrolled in University Parallel Program Evening Classes 1980-81.

Black Hawk Coll., Moline, Ill.
Pub Date-1 Oct 81
Note-58p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Age, Community Colleges, Comparative Analysis, Educational Attainment, *Evening Students, Females, Literature Reviews, Males, Part Time Students, *Student Attitudes, *Student Characteristics, Student Educational Objectives, Two Year Colleges, *Two Year College Students
Identifiers-*Black Hawk College IL

The study described in this report was conducted at Black Hawk College (BHC) to determine the characteristics and attitudes of students enrolled in evening classes in the college's university parallel programs. After introductory material discussing the importance of adult, part-time students to today's community college and the objectives of the study, the report outlines study methods. These included a survey of the research literature on evening student needs and characteristics; and surveys of fall 1980 and spring 1981 evening students to determine their demographic characteristics, majors, needs and attitudes with regard to academic services, and preferences for courses and schedules. Next, the report presents the literature review, citing significant findings from other community college studies. Results are then enumerated with regard to the scope of previous research and the findings of BHC's fall and spring surveys; differences between the results of these surveys are noted. Next, the characteristics of BHC students are discussed in relation to other evening students, revealing that BHC students resembled other evening students with respect to age, part-time enrollment status, and educational goals, but differed with regard to sex and prior educational attainment. Conclusions and recommendations for further research are followed by a bibliography. Appendices present the questionnaires and summary reports for the surveys. (AYC)

ED 210 064 JC 810 626

Walleri, R. Dan

Student Retention and Attrition in the Community College: A Review and Research Design.

Mount Hood Community Coll., Gresham, Oreg.

Spons Agency-Oregon Community Coll. Deans of Students Consortium.; Oregon State Dept. of Education, Salem. Student Services Section.

Pub Date-6 Apr 81

Note-37p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Persistence, Colleges, *Community Colleges, *Dropout Research, Dropouts, Enrollment Influences, Followup Studies, Literature Reviews, Postsecondary Education, *Research Design, *School Holding Power, *Student Attrition, *Student Educational Objectives, Two Year Colleges

This five-part report provides background for a research design for the study of student attrition and retention in the community college. After Part I introduces the larger study of high risk students for which this paper was prepared, Part II defines the concepts of retention and attrition with respect to the attainment of student objectives rather than to graduation rates. Part III assesses the magnitude of the problem of student attrition in the community college as opposed to the four-year college. This section points out that some forms of attrition may be congruent with student objectives, examines attrition statistics for a typical community college, and cites findings from a statewide study of attrition in California. Part IV reviews the literature on attrition/retention in terms of: (1) student characteristics (e.g., background traits and motivational, financial, and employment patterns); (2) institutional characteristics (e.g., college image and availability of student services); (3) student-college interaction effects (i.e., the fit'' between college and student); and (4) societal factors (e.g., military draft and economic conditions). The applicability of each of these areas to the community college is assessed, revealing that some factors are more significant for four-year colleges. Part V recommends a research design for attrition/retention studies which uses the attainment of student objectives as the measure of success. An extensive bibliography is appended. (KL)

ED 210 065 JC 810 635

Allan, Douglas M.

Biology Modules for the Visually Handicapped.

Spons Agency-California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date- 81
Note-87p.; Project supported by the California Community Colleges Fund for Instructional Improvement. Photographs may not reproduce well.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Biology, *Multisensory Learning, Science Instruction, *Science Materials, Teacher Developed Materials, *Three Dimensional Aids, Two Year Colleges, Two Year College Students, *Visual Impairments

The instructional materials presented and described in this document were prepared as part of a project to develop enrichment materials for visually impaired biology students. A wide range of biology topics are presented, including most subjects covered in a one-semester course for nonmajors. Typewritten handouts, duplicating the content of Braille and audio cassette materials which were also developed during the project, are presented along with descriptions and photographs of 20 three-dimensional models, which were developed to help students understand the biological processes and concepts presented in the handouts. After an introduction to the project, the handouts define terms and present information in brief enumerated statements related to the following topics: (1) basic chemistry; (2) carbohydrates; (3) lipids; (4) protein; (5) enzymes; (6) cells; (7) bioenergetics; (8) cellular respiration; (9) deoxyribonucleic acid (DNA); (10) DNA and protein synthesis; (11) cell division; (12) basic inheritance; (13) evolution; (14) ecology; (15) population and ecosystem dynamics; (16) nature observation; and (17) plant biology. Student use of the three-dimensional models is discussed in the appropriate sections. Special instructions for nature observation and a chapparal field trip stress the sounds, smells, and textures of nature. Finally, the descriptions and photographs of the models are presented. (AYC)

ED 210 066 JC 810 637

Brawer, Florence B. Gates, Allen

Advisory Committees to the Humanities: A Handbook. Topical Paper, Number 74.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Note-29p.
Pub Type- Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Advisory Committees, Community Colleges, *Group Activities, *Group Dynamics, Group Membership, Group Structure, *Humanities, *Lay People, *School Community Relationship, Two Year Colleges

This handbook offers guidelines to community colleges interested in the formation of advisory committees to the humanities. It begins by outlining the purposes and functions of such groups. It then emphasizes the importance of faculty and administrative support for advisory committees and suggests evidence that can be presented to promote this support. After several examples are cited of ways in which lay advisory committees have been initiated at community colleges, the paper identifies several components of effective planning efforts and discusses the functions of a planning group made up of concerned faculty and administrators. Next, the selection, characteristics, membership rotation, and size of the advisory committee are discussed, and the roles and functions of key committee members are examined, including the chairperson, secretary, and community college representative. The next sections of the guide suggest questions that should be addressed as the committee establishes its annual program of work and recommend possible committee activities in the areas of student recruitment, follow-up, and continuation; instruction; instructor quality; and community outreach. Next, guidelines are presented for conducting effective committee meetings and criteria are recommended for evaluating the meetings. In conclusion, the paper recommends additional bases for judging the effectiveness of advisory committees. Sample agendas and a list of additional resources are appended. (AYC)

ED 210 067 JC 810 638

Hansen, Desna W. Rhodes, Dent M.

Staff Development through Degrees: Alternative to the Ph. D.

Pub Date-Nov 81
Note-16p.; Paper presented at the National Conference of the National Council of Staff, Program, and Organizational Development (Philadelphia, PA, November 1-4, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty, Community Colleges, Degree Requirements, *Doctoral Degrees, Doctoral Programs, Enrollment Influences, *Faculty Development, Higher Education, *Professional Continuing Education, Teacher Motivation

Most serious staff development programs share the characteristics of strong administrative support, needs-based planning, widespread faculty participation, and a well-defined program of activities. Unfortunately, these activities are often ad hoc affairs, influenced by what is fashionable and financially feasible. Formal degree programs can provide an alternative to ad hoc faculty development. Several degree options are available, including the Doctor of Philosophy (Ph. D.), the Doctor of Education (Ed. D.) in College Teaching, the Doctor of Arts (D. A.), and the Ed. D. in Postsecondary Curriculum and Instruction. Though each of these program options has several advantages, faculty members should also be aware of several problematic considerations related to the pursuit of a degree: (1) the availability of degree programs; (2) whether they will teach full- or part-time; (3) monetary considerations; (4) their relationships with their instructors; and (5) the lack of the sense of community of many graduate programs. Once the faculty member has come to terms with these problems, he/she must decide on the appropriate degree. Several factors should influence this choice, including his/her career goals, perception of personal and professional roles, and feelings toward study and research. Whatever the instructor's ultimate choice, staff development directors and personnel can contribute in several important ways to the careers and professional development of faculty members. (AYC)

ED 210 068 JC 810 639

Charles, Richard F.

The De Anza Model: A Philosophy of Special Education. Position Paper.

Pub Date-8 Nov 81

Note-9p.; Paper presented at the Meeting of the California Community and Junior College Association Commission on the Handicapped (San Diego, CA, November 8, 1981).

Pub Type- Reports - Descriptive (141) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Accessibility (for Disabled), Community Colleges, *Disabilities, Financial Support, Older Adults, Physical Disabilities, Program Administration, Program Descriptions, *Special Education, *Student Personnel Services, Two Year Colleges, *Two Year College Students

The handicapped student services model described in this paper provides students at De Anza College with a full, balanced range of services and instruction. After an introductory section, the paper describes the strategic planning process and identifies the three strategic decisions that influenced the development of De Anza's handicapped services program: (1) to provide a full range of services and programs; (2) to maintain a balance between service and instruction; and (3) to establish a Special Education Segment of the college. The next section enumerates the student needs addressed by De Anza's program. Next, the paper mentions some of the special aspects of the handicapped program, including the physical and psychological accessibility of the services and instruction and the special classes and services offered. After the paper examines the program's income formula, which provides flexibility and self-sufficiency by relying as much as possible on regular average daily attendance income, it lists areas in which De Anza provides special instruction. The next section begins by identifying the advantages of the Special Education Segment being one of De Anza's four major units and continues by describing the six components of De Anza's program: Physically Limited Services, Adaptive Remedial Physical Education, Educational Diagnosis Clinic, Hope-De Anza for developmentally disabled students, Adaptive Geriatric Education Program, and the Physiology Lab. In conclusion, the paper reviews the elements critical to the program's success. (AYC)

ED 210 069 JC 810 640

Brown, Stephen M.

A Primer for Colleges Who Intend to Provide Training in Industry.

Northern Essex Community Coll., Haverhill, Mass.
Spons Agency-Massachusetts State Commission on Postsecondary Education, Boston.
Pub Date-81
Note-22p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, *Cooperative Programs, Financial Support, Industrial Training, Labor Education, *Off the Job Training, *School Business Relationship, Two Year Colleges

Based on the experiences of Northern Essex Community College, this paper outlines a basic process for community colleges interested in providing training for local business and industry. After the introduction, the paper cites three steps in getting started: preparing a list of contacts, assessing current program offerings and flexibility, and determining the services the college can provide. The next section focuses on contacting businesses, covering the characteristics of the ideal company and outlining three contact approaches, i.e., meeting with a number of companies to explore possibilities, using direct-sell techniques with individual companies, or meeting with individual companies to determine their needs. The paper then explains the process for designing a program which meets the company's training needs and presenting the program proposal. Next, the elements of the program proposal are enumerated, including curricular information, course schedules, entrance criteria, number of students to be served, equipment and supply requirements, company and college responsibilities, and budget. After issues to be considered in proposal design and negotiating with companies are discussed, the paper examines several aspects of the delivery system, such as recruitment, participant and faculty selection, program start-up, and evaluation. After a model for student follow-up is explained, the paper concludes with a discussion of three funding models related to profit margins, tuition reimbursement, and external funding.

ED 210 070 JC 810 642

Puffer, Richard J.

Is Anything Clear for the 80's?

Pub Date-Oct 81

Note-18p.; Paper presented at the Annual Kansas Association of Community Colleges Professional Conference (11th, Wichita, KS, October 22-23, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Curriculum, College Faculty, *College Planning, *Community Colleges, Educational Demand, Educational Facilities Planning, Educational Finance, *Educational Trends, Federal Aid, *Futures (of Society), Prediction, School Community Relationship, State Aid, Student Educational Objectives, Teacher Salaries, Technical Education, Trustees, Two Year Colleges, Two Year College Students

Identifiers-*Illinois

Community college planners must be futurists, projecting institutional and program enrollments and funding from tuition and state sources. Yet it is increasingly difficult to make accurate projections even for one year, when factors do not operate as they have in the past. Nevertheless, new trends in people, programs, finances, and facilities can be identified. Trends which concern people include an increasing proportion of older students with career orientations and interest in high technology programs. Staffing is influenced by inflation; colleges cannot compete with business for new technical faculty, and current faculty can be granted only minimum salary increases, causing many to leave education. In addition, the trustee's role is becoming less pleasurable, and fewer good people want to invest their time. Program trends point to demands for high technology and business administration courses and adult basic education. In finances, inflation may cause schools to short-change their students, as initiatives to alter outdated local tax rates are defeated and state and federal funding curtailed. Trends in facilities indicate more maintenance and modification requirements due to building age and energy costs. Coping with these trends requires reminding the public of the need for postsecondary education, especially at the associate degree level, so that the dream of adequately funded community colleges meeting the needs of a varied student body can persist. (KL)

ED 210 071 JC 810 643

Bitterlin, Gretchen

Building the Bridge: Inservice Training for Teachers of Educationally Disadvantaged. Final Report: July 1, 1980-August 31, 1981.

San Diego Mesa Coll., Calif.
Spons Agency-San Diego Community Coll. District, Calif.
Pub Date-81
Note-54p.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Basic Education, Basic Skills, Community Colleges, *Compensatory Education, Course Descriptions, *Developmental Studies Programs, Educational Diagnosis, *English (Second Language), Faculty Development, High Risk Students, *Inservice Teacher Education, Program Descriptions, Recordkeeping, Remedial Instruction, Remedial Mathematics, Remedial Reading, *Transitional Programs, Two Year Colleges

This three-part report describes the Bridging Program at San Diego Mesa College (SDMC), a basic skills program to prepare students functioning at the 7th grade level or below and to thus provide a bridge between developmental education and adult basic education (ABE). Part I begins with a review of the program's background and a list of its services (i.e., individualized instruction in basic skills for SDMC students, a referral system for instructors, basic skills assistance to adults in ABE classes who plan to attend SDMC, and open-entry/open-exit enrollment). Next, the report describes the Bridging Lab and an English as a Second Language (ESL) class and explains the student assessment, placement, and enrollment process. Part I also describes instructional materials for the lab, student assessment procedures, and the results of a Bridging Lab evaluation. Part II examines the ESL bridging class which stresses communication skills such as listening and note taking. This section focuses on the background and purpose of the course, the referral and identification system, course outlines and materials, student assessment procedures and course evaluation. Part III considers the in-service component of the Bridging Program, based on a slide-cassette presentation on program services. The development and distribution of the slide-cassette presentation are discussed. Appendices include course outlines and formats for the individualized lab courses, record-keeping and referral forms, publicity materials, an evaluation summary, and other related materials. (KL)

ED 210 072 JC 810 645

Moline, Lorraine G. And Others
STANDPOINTS: A Model for Common Learning.
Pub Date-Nov 81

Note-11p.; Paper presented at the Conference of the Association for General and Liberal Studies (Rochester, NY, November 5-7, 1981).
Available from-Office of Dean of Curriculum and Instruction, Central YMCA Community College, 211 W. Wacker Drive, Chicago, IL 60606.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Curriculum, Community Colleges, Consultants, *Core Curriculum, *Curriculum Development, *General Education, Inservice Teacher Education, Interdisciplinary Approach, Organizational Objectives, Program Evaluation, Teaching Methods, Two Year Colleges
Identifiers-*Central YMCA Community College IL

STANDPOINTS, a model for general education which focuses on the common learning experiences crucial to the quality of personal and corporate life, was developed at Central YMCA Community College. When developing the model, time, faculty development, student involvement, and leadership constraints were recognized, and a three-phase process was used. The process involved the use of a general education consultant and public hearings to poll the college community's opinions on general education content. Subsequently, a design team of faculty members assembled the general education sequence, consisting of courses in Choice and Responsibility, Distance and Encounter, and Portent and Design; developed instructional materials for the courses; recruited instructors; and explained STANDPOINTS to the college community. The STANDPOINTS transdisciplinary, transgenerational sequence now stands at the center of the college curriculum and affords continuity, shared experience, flexibility, and relevance. In order to assure a successful shift for faculty to this integrated curriculum, two workshops were held. Additional efforts to promote STANDPOINTS' success were: (1) several pedagogical decisions, which focused on cognitive structures, values, sequential instructional strategies, mentoring, and group planning; (2) strategies to establish the integrity and credibility of the program on campus; and (3) several activities planned to evaluate the effects of STANDPOINTS. (AYC)

ED 210 073 JC 810 654

Rasor, Richard A. And Others
Student Evaluations of Their Best and Worst College Experience.
American River Junior Coll., Sacramento, Calif.
Pub Date-Jun 81
Note-25p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Faculty, Community Colleges, *Evaluation Criteria, Evaluation Methods, *Questioning Techniques, *Questionnaires, *Student Evaluation of Teacher Performance, Two Year Colleges, Two Year College Students

A study was conducted at American River College to design a teacher evaluation instrument that would focus on students by asking them to describe what happens to them in the classroom and would restrict students' evaluations of their instructor to observable behavior. Over 300 potential questionnaire items were generated from a review of the literature, from other teacher evaluation forms, and from the responses of over 150 students who were asked to identify three characteristics of their best and worst teachers. From this item pool, 44 items were selected based on the following criteria: (1) the items could be reworded to describe students' in-class learning, behaviors, and feelings; (2) the items were appropriate for a frequency of occurence or yes/no response scale; and (3) the items avoided inferring instructor traits. A total of 213 students were asked to complete evaluations of their best and worst teachers by stating, for example, the frequency that they felt they were able to take meaningful notes in class'' or their degree of agreement with statements such as I don't see how this subject is important to my life.'' Correlation and multiple regression analyses were conducted to determine the relationship between each questionnaire item and the best'' and worst'' conditions. On the basis of these analyses 22 questionnaire items were recommended as reliable for teacher evaluation forms. The study report reviews arguments concerning teacher evaluations, presents statistical findings, and includes the recommended instrument. (AYC)

ED 210 074 JC 810 655

Occupational Education Master Plan, 1981-1986.

Maricopa County Community Coll. District, Phoenix, Ariz.
Pub Date-May 81
Note-87p.; Prepared by the District Task Force on Occupational Education.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*College Planning, Community Colleges, Employment Projections, *Long Range Planning, Master Plans, Multicampus Districts, Organizational Objectives, Two Year Colleges, *Vocational Education

This master plan is intended for use by the governing board, administration, faculty, and community of the Maricopa County Community College District (MCCCD) as a standard against which progress in occupational education development and improvement can be measured. After Sections I and II provide a foreward and introduce members of MCCCD's governing board, administration, and task force on occupational education, Section III provides background material on the development and purpose of the five-year plan. Section IV presents definitions of key planning terms, including strategic planning, goals and objectives, and planning time periods. After Section V provides information about the planning environment, Section VI outlines underlying assumptions about political climate, future college role, local economy, enrollment trends, job training demands, population in-migration, student characteristics, staff, and flexibility and responsiveness. Section VII provides issues statements concerning external relations, internal processes, personnel issues, financial resources, public information, information needs, priority setting, student characteristics, delivery of occupational education, economic development needs, and placement. After Section VIII states the mission of occupational education in the district, Section IX presents goals and related objectives for each of the issues outlined in Section VII. Section X proposes a five-year capital plan, while Section XI reveals plans for evaluation and revision. Labor projections are appended. (AYC)

ED 210 075 JC 810 657

Rendon, Laura I.

The Three R's for Hispanics in Higher Education: Retention, Recruitment, and Research.

Pub Date-30 Jun 81

Note-19p.; Paper presented to the College Recruitment Association for Hispanics (Lansing, MI, June 30, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Access to Education, Affirmative Action, Articulation (Education), Attendance Patterns, College Choice, College Faculty, Colleges, *College Students, College Transfer Students, Community Colleges, Enrollment, *Hispanic Americans, Postsecondary Education, *Research Needs, *School Holding Power, *Student Recruitment, Transfer Policy, Universities

Identifiers-*Michigan

The focus of this paper is on issues and concepts in the retention and recruitment of Hispanic students in post-secondary education. First, national post-secondary enrollment declines are projected and the implications of these declines are discussed for admissions and recruitment personnel. Next, the report considers Hispanic enrollments in Michigan and reviews the significance of these findings for recruitment. Two major findings are noted: the underrepresentation of Hispanics at every level of higher education and the concentration of Hispanic students in community colleges. Questions raised by these findings are then posed. The next section suggests two-year college recruitment strategies (e.g., aim literature at non-traditional students, emphasize the transfer function and articulation, and provide satellite centers and flexible scheduling); recommends several retention strategies (e.g., insure quality curricula and staff and provide counseling before and after transfer); and suggests areas for research. Suggestions for recruitment, retention, and research regarding Hispanic students at four-year colleges are provided next, based on a report by the University of Michigan Coalition of Hispanics for Higher Education. These relate to offering Hispanic culture courses, enhanced support systems, financial aid, articulation agreements with Michigan community colleges, contacts with Hispanic communities, studies of attrition, and increasing Hispanic representation in administration, faculty, and students. (KL)

ED 210 076 JC 810 659

Crepin, Dorothy M.

A Developmental Mathematics Program for Community College Students.

Pub Date-Oct 81
Note-13p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, Mathematics Anxiety, *Mathematics Curriculum, *Remedial Mathematics, Testing Programs, Two Year Colleges
Identifiers-*Lower Columbia College WA, *Mathematics Laboratories

Lower Columbia College (LCC) offers students who need developmental mathematics instruction a variety of courses and instructional formats. In 1977, the developmental mathematics curriculum consisted of two courses: Review Mathematics, offered only through the Math Lab with both desirable and undesirable effects; and Elementary Algebra, offered both in the lab and classroom. High attrition rates in Review Math necessitated several changes. First, an extensive placement testing program was initiated to determine students' mathematical level, goals, and math anxiety level. Next, Math 30, a course beginning at the first-grade arithmetic level, was proposed. Though the course was developed for students with little or no elementary mathematics training, students who have forgotten many math concepts and some foreign students are finding the course useful. The review course was then redesigned to include classroom and lab instruction, self-paced learning, competency-based instruction, and variable credit. Additionally, a one-credit Math Anxiety Workshop was developed; a new course, Introduction to Algebraic Concepts, was designed to ease the transition between the review course and Elementary Algebra; and a third method of instruction for Elementary Algebra was offered, which extends the course to two quarters. LCC's developmental math program attempts to guide students through an initial period of dependence into the regular classroom or lab, using among other techniques a decreasing number of practice tests. (AYC)

ED 210 077 JC 810 661

Epstein, Donald B.

Senior Citizens as a Community Resource in the Humanities.
Pub Date-21 Nov 81
Note-7p.; Paper presented at the Pacific Western Conference of the Community College Humanities Association (San Mateo, CA, November 20-21, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, Adult Programs, Community Colleges, Community Involvement, *Community Resources, History Instruction, *Older Adults, Oral History, Outreach Programs, Two Year Colleges, *Two Year College Students
Identifiers-*Clackamas Community College OR

Senior citizens can support community college humanities programs in three ways. First, they are a resource of potential students and are eager for courses providing them with historical, musical and literary knowledge. Clackamas Community College in Oregon City has responded to their interest by providing non-credit extension courses at every senior citizen center and large retirement home in the district. Courses are developed based on residents' interests, and instructors interested in initiating a new course are often advised to try it out in the retired community. Second, older adults provide younger students with a vital source of information and wisdom which relates theory and practice in the classroom. Clackamas makes use of a Retired Senior Volunteer Program to locate seniors who can explain to younger students their experiences during the depression or in war. Third, seniors can serve as a valuable resource for student projects in history and literature, as students can interact with and interview seniors and benefit from their experiences. Clackamas is planning a project focusing on life in Clackamas County during the depression of 1934. Informants from different communities and occupations have been lined up to record their memories on audio tape. Portland Community College sponsored a student film in which seniors described life on the Willamette River in the steamboat days. The film itself has many educational uses, in addition to demonstrating the benefits of senior involvement. (KL)

ED 210 078 JC 810 662

Morocco, Catherine Cobb

A Working Assumptions'' Approach to Early Program Evaluation.

Pub Date-Apr 80
Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1980).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Behavioral Objectives, Community Colleges, *Course Objectives, Data Collection, *Evaluation Criteria, *Evaluation Methods, *Formative Evaluation, *Program Evaluation, Two Year Colleges

This two-part paper describes the working assumptions approach to early program evaluation and illustrates the approach with a study of a new social science curriculum in American ethnic pluralism for community colleges. Part I begins by providing a rationale for early program evaluation and describing the working assumptions approach as a model which identifies the teacher and student behaviors and activities which are critical to program success. This section also describes and illustrates the development of the working assumptions model; considers the ethnographic data-gathering methods used; and discusses the uses of evaluation results. Part II reviews the use of this approach to field test prototype units of a new social science curriculum. This section describes: (1) the two ethnic pluralism units that were field tested and the materials they used; (2) the objectives of the field test; (3) the working assumptions model, which included one objective for faculty, seven objectives for students, and four general course goals; (4) the selection of five community colleges as test sites; (5) the data-gathering methods used, including a teacher log, teacher interviews, a student questionnaire, and classroom observations/field visits; (6) methods used to analyze data and validate findings; and (7) findings and implications for further development and evaluation related to three of the eight working assumptions developed in the model. (AYC)

ED 210 079 JC 810 663

Status Report on Remediation in Higher Education.
Illinois State Board of Higher Education, Springfield.
Pub Date-2 Jun 81
Note-25p.
Pub Type- Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Board of Education Policy, Change Strategies, College Role, Community Colleges, Courses, Educational Change, *Educational Policy, Educational Responsibility, Postsecondary Education, *Remedial Instruction, State Boards of Education, State Colleges, *State Legislation, State Surveys, State Universities, *Statewide Planning
Identifiers-*Illinois

In response to legislative mandate, this report assesses the status of remediation in postsecondary education in Illinois and presents recommendations concerning remedial education to the Illinois Board of Higher Education (IBHE). After five resolutions dealing with remediation are presented as they were adopted by the IBHE and State Board of Education, the report describes and presents the findings of two surveys on remediation. The report reveals that all of the state's community colleges and state universities were surveyed and asked: (1) to inventory and report on the magnitude of all remediation activities on their campuses; (2) to provide their rationale for offering remediation; (3) to explain how students were identified for remedial assistance and how they were subsequently evaluated; (4) to indicate if credit toward graduation was granted for remedial courses; (5) to describe the organization of remedial activities; and (6) to predict the future of remedial studies on the campuses. The report then presents operational definitions for remediation, prerequisite courses, learning skills offerings, tutoring, and special assistance programs. The remainder of the paper describes remedial efforts at public universities and community colleges, provides a summary and assessment of the steps taken by the colleges to comply with IBHE policies, and presents further policy recommendations which are intended to facilitate progress toward the IBHE's goals of minimizing university remedial programs by 1983. (AYC)

ED 210 080 JC 810 666

Holzkamper, Charlot

Disabled Students in Vocational Education Programs: Los Angeles Community Colleges, 1981-1982 Success.

Los Angeles Community Coll. District, Calif.

Pub Date-80

Note-19p.; Photographs may not reproduce clearly.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Accessibility (for Disabled), Adventitious Impairments, *Ancillary School Services, College Faculty, Communication Disorders, Community Colleges, *Disabilities, Employment Opportunities, Hearing Impairments, Physical Disabilities, Special Programs, Student Educational Objectives, Teacher Response, Two Year Colleges, *Two Year College Students, Visual Impairments, *Vocational Education

Identifiers-*Los Angeles Community Colleges CA

This report reviews efforts by the Los Angeles Community College District (LACCD) to meet the needs of handicapped students in its vocational education programs. The report begins with a summary of district statistics and California and federal legislation regarding access for the disabled in vocational programs. Part II focuses on the students themselves, describing their disabilities and goals and the types of accommodations, especially in equipment, that have been made for them by LACCD. Part III presents profiles of six disabled students who describe themselves, their aspirations, and their progress toward their goals. Part IV emphasizes the instructors' perspectives as they discuss their reactions to disabled students and the challenges they pose to traditional instructional methods. Special services and programs for the handicapped are enumerated in the next section of the report, including assessment techniques, in-service training for faculty and staff, research and development of appropriate instructional methods, the provision of tutors, interpreters, and readers, special equipment and materials (e.g., voice translation VORTAX), and orthopedic equipment repair. The final section of the report examines employment opportunities for handicapped students in vocational programs and develops examples from Los Angeles area firms including aerospace, computing, electronics, and banking. (KL)

ED 210 081 JC 810 667

Kennedy, John

Pre-Algebra.

Spons Agency-California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date-Mar 80
Note-161p.; Prepared with a grant from the California Community College Fund for the Improvement of Instruction.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Algebra, *Arithmetic, Basic Skills, Community Colleges, Decimal Fractions, Fractions, Integers, Problem Sets, *Remedial Mathematics, Screening Tests, Textbooks, Two Year Colleges
Identifiers-Exponents (Mathematics)

This text provides information and exercises on arithmetic topics which should be mastered before a student enrolls in an Elementary Algebra course. Section I describes the fundamental properties and relationships of whole numbers, focusing on basic operations, divisibility tests, exponents, order of operations, prime numbers, greatest common divisors, and least common multiples. Section II covers the addition, subtraction, multiplication, and division of integers, i.e., signed whole numbers. After Section III establishes the fundamental properties of fractions, it deals with performing basic operations with fractions and with proportions and complex fractions. Decimals are examined in Section IV, which covers decimal notation, basic operations with decimals, square roots, and percents. Section V looks at the use of integers as exponents and explains scientific notation. The last section presents rudiments of algebra, including like terms, multiplication and division of monomials, and literal formulas. In addition to interspersing reinforcement exercises throughout the explanatory text, each section concludes with a set of review problems. Concluding the text are answer keys for all of the exercises and review problems, a pretest to aid counselors and math faculty in assessing a student's basic arithmetic background, and an index. (AYC)

ED 210 082 JC 810 668

Arrington, Ronald And Others

Community Needs Survey.

Diablo Valley Coll. Pleasant Hill, Calif.; Field Research Corp., San Francisco, Calif.
Pub Date-79
Note-78p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Community Attitudes, *Community Characteristics, Community Colleges, Community Services, Community Surveys, *Educational Needs, *Enrollment Influences, Needs Assessment, School Community Relationship, School Schedules, Teacher Effectiveness, Two Year Colleges

A telephone survey was conducted by Diablo Valley College (DVC) in 1979 to determine the characteristics of community residents and their opinions concerning DVC's programs and services. In addition to demographic data (i.e., length of residence in Central Contra Costa County, age, size of household, head of household's employment and marital status, and sex), the survey sought to determine if residents were aware of DVC and its policies, programs, purposes, services, and extracurricular offerings on- and off-campus; if they had attended or considered attending classes and for what purpose; their preferences in scheduling and course offerings; and their evaluation of teaching quality at DVC. The findings of the survey included the following: (1) most residents knew of DVC, and 71% had visited the campus; (2) one-third of the respondents had taken at least one course at DVC, with men being more likely to enroll than women; (3) 40% of the respondents were aware of DVC's art exhibit, and 68% were aware of the college's athletic programs; (4) awareness of DVC and participation in activities or courses increased with length of residence in the county; and (5) among those who had not taken classes, no spare time'' was the most common reason given. The study report details methodology and presents findings in terms of demographic characteristics, awareness factors, enrollment factors, and public information. Conclusions, recommendations for further study, the questionnaire, and data tables are included. (KL)

ED 210 083 JC 810 673

Wong, Evelyn

An Investigation of Collective Bargaining in Higher Education With Particular Reference to Collective Bargaining in the Community Colleges.

Pub Date-Dec 81
Note-73p.; Graduate seminar paper, Pepperdine University.
Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Collective Bargaining, Community Colleges, Educational History, *Faculty College Relationship, Higher Education, Labor Problems, Literature Reviews, *Postsecondary Education, Teacher Welfare

Based on a review of periodical, ERIC, and monographic literature, this paper examines the history of collective bargaining in higher education, the factors which have influenced its growth, its impact, problems and difficulties that have been reported, and suggestions that have been made to solve these problems. The introductory section of the paper focuses on the current interest in collective bargaining, its spreading impact on higher education, the purposes and significance of the paper, the materials examined in the literature review, and the scope and limitations of the study. This introduction concludes by defining key terms. Section II of the paper presents the findings of the review of the literature. It covers: (1) the history of collective bargaining; (2) factors influencing the growth and development of collective bargaining; and (3) the impact of collective bargaining on faculty-administrative relations, participants' roles in governance, faculty welfare issues, quality of education, other institutional costs, and problem solving and conflict resolution. After Section III presents a summary and conclusions, Section IV offers recommendations and strategies for more productive and effective utilization of collective bargaining in higher education. Approximately 70 items are included in the bibliography concluding the review. (AYC)

ED 210 084 JC 810 676

Swedler, James A.

A Study of Reverse Transfers Who Entered Northern Illinois University during 1975-76: An Analysis of Their Academic Progress.

Northern Illinois Univ., De Kalb.
Pub Date-Nov 81
Note-71p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement, Academic Failure, Attendance Patterns, *College Transfer Students, Community Colleges, Degrees (Academic), Grade Point Average, Postsecondary Education, Predictor Variables, *Student Characteristics, Universities
Identifiers-*Reverse Transfer Students

In 1981 a study conducted at Northern Illinois University focused on students who left a university, transferred to a community college, and subsequently enrolled at NIU. The study sought to determine the size of the reverse transfer population attending NIU, the academic characteristics of their college attendance, their success at NIU, and possible factors in their success. Of the total number of transfer students who entered NIU during 1975-76, 15% (N 269) met the criteria of the study, i.e., had been a reverse transfer student prior to NIU attendance and had earned at least six semester hours at the senior institution and 12 hours at the community college. Data were collected on the following variables: sex, age, American College Testing Program score, high school class rank, and senior and two-year institutions attended; semester hours attempted and earned, honor points earned, and grade point averages (GPA's) at the original senior institution, community college, and NIU; associate degree earned; academic status; and major. Selected findings include the following: (1) 45% of the students had been in academic difficulty at their initial senior institution, raised their GPA at the community college, and maintained a 2.0 GPA or higher at NIU, (2) students in academic difficulty were more likely to complete an associate degree; and (3) by 1981, 61.3% had completed a bachelor's degree. The study report details methodology and findings, presents a discriminant analysis of variables in relation to NIU success, and offers conclusions and recommendations. (AYC)

ED 210 085 JC 810 678

Zoglin, Mary Lou

Cable Television in the Community College.

Pub Date-Nov 81
Note-11p.; Paper presented at the Western Cable Association Conference on Cable and Education (Anaheim, CA, November 5-6, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cable Television, Community Colleges, *Cooperative Programs, Financial Support, Program Descriptions, *School Business Relationship, *Telecourses, Two Year Colleges
Identifiers-*Coastline Community College CA

Rather than merely being a televised version of a classroom lecture, a true telecourse uses television to present information that is best conveyed visually and employs various methods (e.g., study guides, mailed assignments, special review sessions, and exams scheduled at community sites) to replace other classroom activities. Coastline Community College (CCC) provides such telecourses cooperatively with the Public Cable Television Authority and Dickinson Pacific Cablesystems. Though CCC enrolls 4,000 to 5,000 students per semester in its telecourses, enrollments have been restrained due to the unavailability of air time during prime hours. To remedy this, CCC has established a cable origination center at its administrative headquarters which will allow telecourses to originate from CCC, as well as provide more personal services (e.g., instructors can provide review sessions on cable and answer questions phoned in by students). Even with an origination center, several problem areas may inhibit cooperative ventures between cable companies and community colleges. First, the college needs to have a dedicated channel or channels to be certain that they will have channel time available consistently. Second, funding for telecourses in California is limited to those that are transferable to four-year institutions. Third, funds must be found for equipment. Finally, cable companies must provide interconnection, allowing subscribers from different companies access to college broadcasting. (KL)

ED 210 086 JC 810 684

Moore, Anne Joachim

A.D.N. Education: A Historical Perspective.

Pub Date-20 Nov 81
Note-11p.; Paper presented at the Conference, Associate Degree Nursing: Achievements/Challenges, 1951-1981'' (Minneapolis, MN, November 20, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Associate Degrees, Bachelors Degrees, Community Colleges, Educational History, *Futures (of Society), *Nursing Education, Private Colleges, *Two Year Colleges
Identifiers-*Saint Marys Junior College MN

Events in the history of Associate Degree Nursing (ADN) are summarized and the future of nursing education is projected in this paper. The establishment of the ADN program at St. Mary's Junior College in 1964 is considered first, with respect to its roots in the diploma program of St. Mary's School of Nursing and the ideas on nursing education of Mildred Montag. After emphasizing the negative reactions initially engendered by the program, the paper cites the initiation of ADN programs in Minnesota's community colleges. Next, the paper reviews the response of the Minnesota baccalaureate degree nursing faculty, noting attempts in the 1970s to restrict the Registered Nurse (RN) titles to baccalaureate graduates, and argues for a commonly accepted differentiation of the roles and competencies of baccalaureate and ADN graduates. The future of nursing education is considered in the latter part of the paper with consideration given to the effects of the accelerating rate of change as described by Alvin Toffler and R. B. Fuller. The paper emphasizes the humanity saving'' implications of new discoveries, linking them to de Chardin's concept of the no-osphere'' and Fuller's ideas of pre-cessional effects.'' Some influences of these discoveries on children and thus on the educational system are also noted. The paper concludes by citing an apparent trend away from institutionalized medical care and suggests some consequences of that trend for nursing, especially in home health care. (KL)

PS

ED 210 087   PS 012 123

Stallings, Jane A.

A Description of Caregivers and Children in Family Day Care Homes.

Pub Date-Apr 81
Note-19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Activities, Affective Behavior, Age Differences, *Behavior Patterns, Certification, *Child Caregivers, Discipline, Early Childhood Education, Ethnic Groups, *Family Day Care, *Infants, *Interaction Process Analysis, Peer Relationship, *Preschool Children, Verbal Communication

Descriptive data on a wide range of family day care homes and on children's experiences within those homes were obtained in this study. Additionally investigated were the effects on caregiver and child behavior of six central family day care issues: (1) home regulatory status, (2) number and age mix of children, (3) regional differences, (4) caregiver training or education, (5) caregiver experience, and (6) caregiver ethnicity. Findings are summarized and discussed in this report in light of other family day care studies. Caregivers were observed to interact approximately 50 per cent of the time with children, primarily in some form of teaching. Caregivers displayed negative affects very rarely during observation periods; positive affects were displayed much more often. Children were observed to play frequently with exploratory materials, to spend considerable play time alone, to engage in fine-motor structured activities, to engage in language-related activities, and to increase peer involvement with age. Among other results were the findings that (1) regulatory status desirably influenced family day care environments and (2) positive experiences were provided more frequently by caregivers with less, rather than more, experience. (Author/DB)

ED 210 088 PS 012 262

Kamii, Constance O'Brien, Thomas C.
What Do Children Learn When They Manipulate Objects?
Southern Illinois Univ., Edwardsville.
Pub Date-78
Note-17p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Development, *Cognitive Development, Early Childhood Education, *Educational Philosophy, Elementary School Teachers, Interviews, *Logical Thinking, Moral Development, *Object Manipulation

Identifiers-*Kamii (Constance), *Piagetian Theory

An interview taped in 1978 with Constance Kamii, a child development researcher who studied Piagetian theory at the University of Geneva, is presented in this document. When asked what teachers of young children should keep in mind, Dr. Kamii talked about teaching to the child's level and cautioned against dealing with symbolic materials, advising teachers to incorporate manipulable objects into curricula. Kamii suggests teachers can encourage children to make predictions about the outcomes of object manipulation and thereby learn essential relationships. The importance of teaching to a child's level of cognitive development is emphasized in an anecdote about the failure of an experimenter to teach children the concept of specific gravity. Kamii maintains this experimental failure was the result of teaching beyond children's capacity for understanding formal operations. Teaching cannot be accomplished directly, asserts Kamii; rather, people can be helped to learn when teachers start with knowledge already available to the learner. Kamii's forthcoming research projects are mentioned. (Author/DB)

ED 210 089 PS 012 399

Seefeldt, Carol And Others

Young and Old Together: A Training Manual for Intergenerational Programs.

Pub Date-79
Note-49p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Attitude Change, *Children, Community Programs, Early Childhood Education, *Older Adults, Program Development, Skill Development, *Training Methods, Training Objectives, *Volunteers, *Volunteer Training
Identifiers-*Intergenerational Programs

Ideas for orienting and training elderly adults to work as volunteers with children in school and nonschool settings are given in this manual. In addition, ideas for planning the goals of an intergenerational program, recruiting volunteers, and preparing children, teachers, and child care staff for interaction with volunteers are provided. Suggested content for the training program includes the rights of children, child development, behavior management, the dangers of stereotyping, and the All Handicapped Children's Act (PL 94-142). Observations of children and on-the-job experience with performance feedback from trainers are recommended as useful means of training elderly volunteers. Program goals include (1) increasing the frequency of intergenerational contact; (2) fostering positive attitudes between generations; (3) providing services for children with special needs; (4) meeting older citizens' needs for growth and development; and (5) fostering a sense of the continuity of human life. Careful program planning is stressed and evaluation of the program is briefly discussed. The document concludes with a list of resources, including books, articles, manuals, and films. (Author/DB)

ED 210 090 PS 012 476

Patton, Sarah Dye, Victor C.

Creating a Portable Hospital/Medical Play Corner: A Guide for Teachers of Young Children.

Judson House, Evanston, Ill.

Pub Date-80

Note-26p

Available from-The Judson House, 1122 Judson Avenue, Evanston, IL 60202 ($2.95 plus $2.00 handling charge.)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Coping, *Dramatic Play, Early Childhood Education, *Hospitalized Children, Manipulative Materials, *Medical Services, *Play Therapy, Program Development, *Stress Variables, *Teacher Role, Teaching Guides

Ways in which early childhood educators can help children prepare for medical events through play are suggested in this pamphlet. Three qualities are seen as essential to a valuable hospital/medical play experience: (1) a focus on the child's current medical interests and experiences, (2) inclusion of information about a child's forthcoming or past medical event, and (3) formation of an environment which encourages a child to express his or her feelings about medical events through fantasy or realistic play. These qualities are discussed and micro'' and macro'' approaches to hospital/medical play are described. Micro'' play materials include small doll-sized figures and t[illegible] hospital or medical equipment for use in symbolic play. Macro'' play refers to children's dramatic or role play in which the child enacts the roles of doctor, nurse, or patient rather than having a doll or puppet figure enact the roles and activities. Macro'' play materials include hospital clothing and child-sized pieces of hospital or medical play equipment. Lists of suggested play materials for different settings as well as guides for using the play materials are provided. In addition, ideas for program planning and class activities are offered and ways teachers can aid stressed and anxious parents of ill or hospitalized children are suggested. In conclusion, sources of play materials and books related to medical and hospital experiences for children, parents and teachers are listed. (Author/RH)

ED 210 091 PS 012 488

McNeill, Earldene And Others

Cultural Awareness for Young Children. Revised Edition.

Report No.-ISBN-0-940908-00-X

Pub Date-81

Note-160p.

Available from-The Learning Tree, 9998 Ferguson Road, Dallas, TX 75228 ($14.95).

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-American Indian Culture, Art Activities, Asian Americans, Black Culture, Childrens Games, *Cultural Awareness, Dance, Eskimos, *Ethnicity, Family Life, Hispanic American Culture, Language Acquisition, *Learning Activities, Mexican Americans, Music Activities, *Preschool Children, Resource Materials

Identifiers-*Cowboys

The activities depicted and the information provided in this book reflect the program for cultural awareness at The Learning Tree, a preschool located in Dallas, Texas. The material is presented in the hope that it will serve to increase children's acceptance of diversity and pluralism in American society. Six cultures are represented: Asian, black, cowboy, Eskimo, Mexican, and Native American. Guides for activities related to family living, creative art expression, nature and science, language development, music and dance, games and manipulative play, and special events such as festivals and holidays are provided for each of the cultures. A selected bibliography of records, films, and books for children and adults accompanies the material for each culture. A final bibliography of multi-cultural resources is also provided. Many drawings and photographs accompany the descriptions of activities. (Author/RH)

ED 210 09 PS 012 492

Hazen-Swann, Nancy L.; Durrett, Mary Ellen

The Relationship of Security of Attachment to Exploration and Cognitive Mapping Abilities in Two-Year-Olds.

Spons Agency-Texas Univ., Austin.

Pub Date-Apr 81

Note-28p.; A version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adjustment (to Environment), *Anxiety, *Attachment Behavior, Cognitive Ability, *Cognitive Processes, Emotional Response, *Preschool Children, *Security (Psychology), *Spatial Ability

Identifiers-*Cognitive Mapping, Exploratory Behavior

Children ages 30 to 34 months, assessed at 18 months for security of attachment and categorized as anxious/avoidant, anxious/resistant, or securely attached, were observed exploring with their mothers in a large-scale laboratory space. (Quality of attachment was assessed by means of Ainsworth's standard strange-situation procedure.) After learning a specific route through the laboratory space to a goal, the children were required to invent new routes to the goal. Quantity of exploration was measured by number of movements, and mode of exploration was measured by the extent of active versus passive movements. Among the results, children who had been classified as securely attached explored more independently and had less restricted patterns of exploration than did anxiously attached children. Securely attached children also scored higher on tasks of spatial ability. Findings suggest that individual differences in security of attachment, mode of exploration, and cognitive mapping abilities exert mutual effects upon each other throughout children's early development. (Author/DB)

ED 210 093 PS 012 501

Walsh, James A. And Others

Risk Factors, Superior Adaptive Capacity, and Characteristics of the Foster Home as Predictors of Maintenance of Foster Placement.

Pub Date-Apr 81
Note-22p.; Paper presented at the meeting of the Western Psychological Association (Los Angeles, CA, April 9-12, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjustment (to Environment), Family Characteristics, *Foster Children, Foster Family, *Foster Homes, Models, *Personality Traits, *Placement, Predictor Variables, *Risk, Statistical Analysis, Stress Variables

The purpose of this study was to predict maintenance of foster home placement. Fifty-one foster children comprised the sample; 47 were involved in the Casey Family Program in Montana, and four were past participants. Case files provided the first and major data base. Caseworker ratings, a second data source, were obtained on children's personal characteristics, foster family characteristics, and factors related to foster placement breakdown. The third data source involved six categories of archival data regarding foster children (for instance, placement history, risk factors, and relationship factors). Factor analysis of the data produced 324 items pertinent to predicting foster home maintenance. These items were grouped into seven domains: personal and demographic characteristics, natural family history, relationships and developmental factors, placement history, present foster family characteristics, and factors involved in placement breakdown or change. Outcome variables included occurrence of placement breakdown, as well as caseworker ratings of three factors: the child's level of functioning, the foster family's level of functioning, and the likelihood of choosing specific foster families for future placements. Results indicated foster mothers with strong emotional coherence generally correlated with high ratings of foster children's overall functioning and with stable placements. Placement breakdown was highly predictable when foster child and foster family characteristics were considered. (Author/DB)

ED 210 094 PS 012 509

Donnellan, Gerard J. And Others

Prevention Service Programs for Infants of Mentally-Ill Mothers. Progress Report.

Pub Date-Aug 81

Note-14p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August 24-28, 1981).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Home Visits, *Infant Behavior, Longitudinal Studies, Mental Disorders, *Mental Health Programs, *Mothers, Outreach Programs, *Parent Child Relationship, *Prevention, Program Descriptions, Psychosis, Research Problems, *Risk

This paper reports the progress of an ongoing clinical research project on prevention services for at risk infants of mentally ill mothers. This project extends the prevention focus of early education programs into the mental health field. Previous research findings indicate that maximum preventive effects are achieved when programs (a) begin before the infant is 3 years old and (b) focus on facilitating specific mother-child interactions. Three types of intervention, ranging from a relatively simple nonintrusive format to a more complex multi-faceted format, were proposed in the project. The interventions were designed to improve the use of community resources by target families; to help parents recognize and respond to the child's changing health and safety needs; to help parents recognize and respond to the child's needs for appropriate cognitive, social, and linguistic stimulation; and to foster more adaptive and conflict-free forms of attachment between mothers and infants. Effects of the program are evaluated by means of videotape observations, interviews, and a battery of assessment devices. Pre- and posttest measures of a variety of child-parent outcomes are assessed by an evaluation team blind to the intervention used with each family. Entrance requirements for participants are noted, and changes in the program due to community pressures and research needs are described. (Author/DB)

ED 210 095 PS 012 525

Jansson, Karin, Ed.
Learning Problems of Junior Level Children: A Nordic Joint Research Project (No. 2108).
National Swedish Board of Education, Stockholm.
Pub Date-Jun 81
Note-21p.
Journal Cit-School Research Newsletter; n6 Jun 1981
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Dyslexia, Educational Diagnosis, Elementary School Students, Followup Studies, Foreign Countries, *Handwriting Skills, *Identification, Individual Differences, *Intervention, Language Research, Primary Education, Reading Difficulties, Reading Research, *Reading Skills, Remedial Instruction. Sex Differences, *Underachievement
Identifiers-Denmark, Norway, Sweden

Four cities in Norway, Sweden, and Denmark have been engaged since 1977 in a joint study of the junior level of elementary school. (More than 5,000 pupils are involved in the study.) The Department of Education at the University of Turku joined the project in the autumn term of 1979. The purpose of the Swedish project, reported here, was to investigate, with particular attention to specific reading and writing disabilities, the cognitive and socioemotional development of children during the first three years of school. (About 700 children took part in the study.) Practical aims of the project were to improve clinical investigations of remedial education and to provide guides for planning educational assistance for children with reading and writing disabilities. Screenings utilizing multiple measures at each of three test times were made at the end of grade one (spring term 1977), at the beginning of grade two (about 6 months later), and halfway through grade three. An underachieving pupil group was defined on the basis of the results of the first and second screenings. Subsequently, a comprehensive process of investigation and treatment for the underachieving group was started at the end of the autumn term in grade two. Results are discussed. (Author/RH)

ED 210 096 PS 012 526

Off to a Good Start: A Resource for Parents, Professionals and Volunteers.

Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Report No.-OHDS-81-30304

Pub Date-Apr 81

Note-288p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Adoption, Annotated Bibliographies, *Child Abuse, Child Neglect, Counseling Techniques, Delinquency, Delivery Systems, *Family Problems, *Foster Family, *Legal Responsibility, *Parent Education, Program Administration, Program Development, Program Evaluation, Resource Materials, Training, *Welfare Services

Identifiers-Parenting

Published by the Office for Families (OFF) and intended for use by parents, educators, and social workers, this publication includes a collection of abstracts covering a broad range of issues concerning children and social services. Each abstract was selected on the basis of information which would best serve the interests of parents and professionals working with families, and was classified under one [illegible] 11 areas. These areas are family and child care; foster care and adoption; parenting and parent education; problems and special needs; child abuse and neglect; legal issues; approaches to counseling; social services and delivery components; social welfare and social welfare administration; program development and evaluation; and resource and training. (Author/MP)

ED 210 097 PS 012 528

Zigler, Edward F., Ed. Gordon, Edmund W., Ed.

Day Care: Scientific and Social Policy Issues.

Spons Agency-Bush Foundation, St. Paul, Minn.
Report No.-ISBN-0-86569-098-7
Pub Date-82
Note-515p.; Prepared under the auspices of the American Orthopsychiatric Association, Inc.
Available from-Auburn House Publishing Company, 131 Clarendon Street, Boston, MA 02116 (Cloth, $24.95; Paper, $12.95).
Pub Type- Opinion Papers (120) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Attachment Behavior, Blacks, Child Caregivers, *Child Development, Community Information Services, *Cost Effectiveness, *Day Care, Delivery Systems, Early Childhood Education, Followup Studies, Government Role, Infants, Low Income Groups, *Outcomes of Education, Parents, *Policy Formation, Preschool Children, Referral, Research Problems, *Scientific Methodology, Social Problems, Training
Identifiers-*Social Policy

In this book of articles on day care, policy analyses of day care delivery are combined with recent research on the effects of day care. The authors include experimental psychologists, psychiatrists, economists, public health workers, pediatricians, and early childhood educators. Among the issues investigated are the influence of day care on parent-child attachment; the usefulness of psychoanalytic principles for the construction of quality day care programs; the developmental consequences of inconsistent caregiving for attachment behavior; the impact of verbal interaction on children's language acquisition and emotional adjustment; the influence of type of training on quality of day care; the validity and reliability of research studies of day care; the role of the federal government in day care regulation; sex, age, and temperament differences in children's responses to day care; cost effectiveness versus quality of day care; social policy options affecting delivery of quality day care; and profit versus non profit day care. Child care tax credits are discussed as one policy option. Those families considered most likely to benefit from proposed policy options are analyzed and Black perspective'' on day care is presented. (Author/DB)

ED 210 098 PS 012 529

National Evaluation of Head Start Educational Services and Basic Educational Skills Initiative. Project Report 1: Design and Sampling and Project Report 2: Panel Recommendations.

NTS Research Corp., Durham, N.C.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-Nov 78

Contract-HEW-105-78-1306

Note-86p.; For related documents, se PS 012 530-33 and TM 810 936-42.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Data Collection, Early Childhood Education, *Evaluation Criteria, *Evaluation Methods, Field Studies, National Programs, Personnel Selection, Program Descriptions, *Program Evaluation, Questionnaires, *Sampling

Identifiers-*Project Head Start

Intended as a supplement to the National Testing Service (NTS) project proposal of September 12, 1978, this report describes the status (as of November 15, 1978) of the evaluation design and the field implementation plan used for the national evaluation study of Head Start Educational Services and the Basic Educational Skills demonstration program. The report includes the following: the major evaluation questions underlying the study, the evaluation design, the field implementation plan, recommended guidelines for the selection of the study's review panel, and the criteria used for selecting Head Start Programs for evaluation. Approximately half of the report includes two appendices. Appendix A contains a description of the study's sampling plan, and Appendix B includes a copy of the Program Description Questionnaire, one of the two major data collection instruments to be used in the study. (Author/MP)

ED 210 099 PS 012 534

Erickson, Martha Farrell Crichton, Leslie
Antecedents of Compliance in 2-Year-Olds From a High-Risk Sample.

Pub Date-Apr 81
Note-10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attachment Behavior, Individual Characteristics, *Infant Behavior, Longitudinal Studies, *Mothers, *Parent Child Relationship, Personality Traits, Predictor Variables
Identifiers-*Compliance (Behavior)

In order to identify antecedents of infant's compliance with mothers' directions on how to solve four tasks (graded in terms of stressfulness to the infant), 194 high-risk mothers and their 2-year-old children were observed on videotape and assessed with a six-point rating scale. Data collected prenatally and postnatally at 3, 6, 12 and 18 months of age were used in multiple regression analyses to identify antecedents of compliance. Maternal personality variables, infant characteristics assessed shortly after birth and mother/infant interaction variables assessed at 6 months were related minimally to compliance. The quality of mother-infant attachment (assessed with the Ainsworth-Wittig (1969) Strange Situation procedure) at 12 and 18 months did predict compliance at 24 months. Securely attached infants were significantly more compliant than anxiously attached infants. (Author/RH)

ED 210 100 PS 012 536

Yurchak, Mary Jane And Others
ESEA Title I Early Childhood Education: A Descriptive Report.
Huron Inst., Cambridge, Mass.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-Jan 80
Contract-300-77-0444
Note-233p.; For related document, see PS 012 537.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Data Collection, *Early Childhood Education, Eligibility, *Evaluation Methods, Field Studies, Grade 1, Kindergarten, National Programs, *Needs Assessment, *Parent Education, Parent Participation, Preschool Education, Program Administration, Program Descriptions, *Program Evaluation, Student Recruitment
Identifiers-*Elementary Secondary Education Act Title I

This report, the second phase of a three-phase study designed to examine the feasibility of developing evaluation models for Early Childhood Title I (ECT I) programs, describes and analyzes early childhood programs currently supported under Title I. The report is based primarily on information gained from field visits to 10 state education agencies and 29 local education agencies. Additional sources of information include the literature review from Phase I of the main study; a telephone survey of state Title I coordinators; state Title I evaluation reports for fiscal year 1976; and published descriptions of exemplary early childhood Title I programs. An introductory overview of the study and a description of the field research method are presented in Part I. The description of the ECT I programs and the current evaluation practices associated with those programs are outlined in Part II. Part III analyzes particular facets of ECT I practice, including the nature of ECT I programs within the broader trends of early childhood education, the needs assessment procedures related to the recruitment and selection of children for ECT I programs, the organization of the ECT I projects, and the relationship of ECT I programs to the educational and social communities in which they reside. Finally, Part IV deals with issues related to parent education. Included are a description of parent involvement activities (both as independent projects and as components of ECT I programs) and a discussion of current methods of evaluating parent involvement. Summaries of the major information categories used for collecting data and classifying existing early childhood programs, as well as a list of the variables used when describing ECT I projects, and a guide to the acronyms and initials used in this report, are included in the appendices. (Author/MP)

ED 210 101 PS 012 537

Yurchak, Mary Jane Bryk, Anthony S.
ESEA Title I Early Childhood Education: A Descriptive Report. Technical Summary.
Huron Inst., Cambridge, Mass.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-Nov 79
Contract-300-77-0444
Note-38p.; For related document, see PS 012 536.
Pub Type- Dissertations/Theses - Doctoral Dissertations (041)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Early Childhood Education, Eligibility, *Evaluation Methods, Field Studies, Grade 1, Kindergarten, National Programs, *Needs Assessment, *Parent Education, Parent Participation, Preschool Education, Program Administration, Program Descriptions, *Program Evaluation, Student Recruitment
Identifiers-*Elementary Secondary Education Act Title I

This technical summary of the second phase of a four-phase study of Early Childhood Title I (ECT-I) programs, describes and analyzes the nature of early childhood programs currently supported under Title I. The summary is based primarily on information gained from field visits to 10 State Education Agencies (SEAs) and 29 Local Education Agencies (LEAs). Additional sources of information include ESEA Title I Early Education: Review of Literature on Evaluation and Instrumentation'' (Haney, et al., 1978); a telephone survey with state Title I coordinators; state Title I evaluation reports for fiscal year 1976; and published descriptions of exemplary early childhood Title I programs. The first three sections of the report summarize the field research method and describe the ECT-I programs and the current evaluation practices associated with them. The fourth section analyzes particular facets of ECT-I practices, including the nature of ECT-I programs within the broader trends of early childhood education, the needs assessment procedures related to the recruitment and selection of children for ECT-I programs, issues pertinent to curriculum and resources, and the relationships between ECT-I programs and the broader educational and social communities in which they reside. The last section describes parent involvement activities in ECT-I programs and current practices for evaluating these activities. (Author/MP)

ED 210 102 PS 012 539

Tenenberg, Morton And Others

Participant Perspectives of Classroom Discourse. Part I: What Did Anybody Say? Final Report.

California State Univ., Hayward. Research Foundation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-31 Jul 80
Grant-NIE-G-78-0161
Note-102p.; For related documents, see PS 012 540-44.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Age Differences, *Classroom Communication, Classroom Research, Communication Research, *Discourse Analysis, Elementary Education, *Elementary School Students, Ethnic Groups, Longitudinal Studies, Low Income Groups, Observation, Reading Achievement, *Sociolinguistics, *Student Participation

Details of a year-long sociolinguistic study of classroom discourse are presented in this final report, with focus on pupil perceptions of the units and features of classroom discourse. Pupils in second-, third-, and fourth-grade classrooms in a lower socioeconomic, multiethnic elementary school, viewed videotapes of language arts lessons given earlier in the day. After the 4-minute tape segments, individual pupils were asked what they had heard being said. Responses, which were printed on index cards, provided data on perceived units of classroom discourse. All index cards were placed in random array, and individuals were asked to group responses which were alike. Pupil selections and reasons for grouping provided data on salient features of classroom discourse. Comparisons were made of responses over time, across settings, and in relation to ethnicity, entering reading achievement, and peer status. Time, setting, and peer status were significantly related to differences in pupil perceptions of classroom discourse units; time, setting, grade level, and reading achievement were significantly related to differences in perceptions of salient features of classroom discourse. Findings supported the concept that the social context determines participant behavior. (Author/DB)

ED 210 103 PS 012 540

Morine-Dershimer, Greta And Others

Participant Perspectives of Classroom Discourse. Part II: Why Do You Ask? (Interpretations of the Question Cycle). Final Report.

California State Univ., Hayward. Research Foundation.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-31 Jul 80

Grant-NIE-G-78-0161

Note-126p.; For related documents, see PS 012 539-544.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Academic Achievement, *Classroom Communication, Classroom Research, Communication Research, *Discourse Analysis, Elementary Education, *Elementary School Students, Ethnic Groups, Family (Sociological Unit), Longitudinal Studies, Low Income Groups, Questioning Techniques, *Sociolinguistics, *Student Participation

Data on one aspect of a year-long sociolinguistic study of participant perspectives of classroom discourse are presented in this final report. Second-, third-, and fourth-grade pupils in a lower socioeconomic, mutiethnic elementary school viewed videotapes of language arts lessons given earlier in the day. Each videotape was presented in three 4-minute segments. Responses were compared to actual transcripts of the videotapes in order to identify the types of utterances that stood out for participants. Additionally, each pupil was presented with three sets of comments uttered in the lesson; these comments included teacher questions, pupil responses, and teacher praise. Subjects were asked why they thought these comments had been made. Responses to this task provided data on pupil perceptions of the functions of questions, responses, and praise. Pupils' perceptions of the functions of the three elements in the school setting were compared to their perceptions of videotaped family conversations. Among the results was the finding that few significant relationships existed between perspectives of classroom discourse and ethnicity or other variables. Strong relationships existed among pupil perceptions of classroom discourse, participation in class discussions, and academic success. Pupils were alert to the incongruent functions of questions at home and at school. (Author/DB)

ED 210 104 PS 012 541

Morine-Dershimer, Greta And Others

Participant Perspectives of Classroom Discourse. Part III: Rules of Discourse, Classroom Status, Pupil Participation, and Achievement in Reading: A Chaining of Relationships. Final Report.

California State Univ., Hayward. Research Foundation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-31 Aug 80
Grant-NIE-G-78-0161
Note-123p.; For related documents, see PS 012 539-544.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Classroom Communication, Classroom Research, Communication Research, *Discourse Analysis, Elementary Education, *Elementary School Students, Ethnic Groups, Longitudinal Studies, Low Income Groups, Questioning Techniques, Reading Achievement, Sex Differences, *Sociolinguistics, *Student Participation, Student Teacher Relationship

Data gathered during a year-long sociolinguistic study of participant perspectives of classroom discourse are presented in this final report. Elementary school students gave their perceptions of (1) the formal rules or expectations governing discourse at school, in play groups, and at home; (2) appropriate forms to get attention or influence others; and (3) discontinuities between discourse at home and at school. Although pupils recognized discontinuities between formal rules of discourse at home and at school, no ethnic or achievement level differences emerged in pupil responses. Identification of appropriate forms of address reflected pupils' awareness of their different status across settings. Sharp discontinuities between home and school discourse rules seemed better understood than more moderate discontinuities, and rules governing classroom questioning seemed difficult for the pupils to comprehend. Chldrens' general lack of comprehension suggested the need for further research examining relationships between pupil perceptions of classroom questions, behavioral manifestations of understanding rules of discourse, and academic achievement. (It was found that participation in class discussion significantly reduced variance in final reading achievement; sex, entering reading skills, and student-teacher relationship contributed significantly to reducing variance in classroom participation.) Further studies were recommended to investigate indirect relationships between home-school discontinuities in rules of discourse and pupil success in school. (Author/DB)

ED 210 105 PS 012 542

Morine-Dershimer, Greta And Others

Participant Perspectives of Classroom Discourse. Part IV: How Do We Know? (Alternative Descriptions of Classroom Discourse). Final Report.

California State Univ., Hayward. Research Foundation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-30 Nov 80

Grant-NIE-G-78-0161
Note-124p.; For related documents, see PS 012 539-544.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Age Differences, *Classroom Communication, Classroom Research, Communication Research, *Discourse Analysis, Elementary Education, *Elementary School Students, *Elementary School Teachers, Ethnic Groups, Longitudinal Studies, Low Income Groups, *Research Methodology, *Sociolinguistics, Student Participation, Videotape Recordings

Part of a year-long sociolinguistic study of teacher and pupil perceptions of classroom discourse, this study focused on the following methodological question: how might the approach selected for analysis of language as a linguistic system affect what is learned about language in a given social situation? Subjects were 165 children and their teachers in six second, third and fourth grade classrooms in a lower socioeconomic, multiethnic elementary school. Six teacher-planned language arts lessons were videotaped in each classroom over the course of the year. Transcripts of the lessons were also made. The videotapes and/or transcripts were analyzed using three different approaches to analysis of classroom language: a language dimensions approach, a speech act analysis, and an analysis of the structural sequencing of question cycles. After comparing the data derived from the above three approaches, the conclusion was reached that the initial findings of the original study, (which was based on the language dimensions approach), were not only supported by the two alternative approaches, but more importantly, were considerably clarified, extended, and strengthened. (Author/MP)

ED 210 106 PS 012 543

Morine-Dershimer, Greta And Others

Participant Perspectives of Classroom Discourse. Part V: Attending to the Discourse of Classmates in Play Settings. Final Report.

California State Univ , Hayward. Research Foundation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-30 Mar 81
Grant-NIE-G-78-0161
Note-35p.; For related documents, see PS 012 539-544.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Age Differences, *Classroom Communication, Classroom Research, Communication Research, Comparative Analysis, *Discourse Analysis, Elementary Education, *Elementary School Students, Ethnic Groups, Longitudinal Studies, Low Income Groups, *Peer Relationship, *Play, Sex Differences, *Sociolinguistics

Part of a year-long sociolinguistic study of teacher and pupil perceptions of classroom discourse, this study presents data on pupil perceptions of discourse in play settings. Subjects were 165 pupils from six second, third, and fourth grade classrooms in a lower socioeconomic, multiethnic elementary school. In each of the six classrooms six children were randomly selected (stratified by sex and peer status) to form six play groups. Each group of children was then videotaped while playing with construction toys. Videotapes were played back in short segments to all of the pupils in the classroom to which the play group belonged. Following each videotaped segment, pupils were individually asked to report on what they heard anyone saying'' in that segment of the videotape. Data obtained was compared to data previously obtained during discourse in classroom settings. Findings indicated that certain language events or functions, such as attention-getting and information-giving, occurred frequently in both play and classroom settings. However, in both settings these events were not necessarily those most salient (i.e., most frequently heard'') to pupils. The data further show that peer status and sex are related to patterns of processing information in both lesson and play settings. Higher peer status subjects in both settings reported more total information (related to both language and the social context in which that language occurred). Girls appeared to be more alert than boys to the source of language in both settings, with girls reporting the comments of other girls significantly more often than those of boys, while boys showed no significant difference in reporting of girls' versus boys' comments. (Author/MP)

ED 210 107 PS 012 544

Morine-Dershimer, Greta And Others

Participant Perspectives of Classroom Discourse. Executive Summary.

California State Univ., Hayward. Research Foundation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 81
Grant-NIE-G-78-0161
Note-87p.; For related documents, see PS 012 539-543.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Classroom Communication, Classroom Research, Communication Research, *Discourse Analysis, Elementary Education, *Elementary School Students, *Elementary School Teachers, Ethnic Groups, Longitudinal Studies, Low Income Groups, Peer Relationship, Reading Achievement, Sex Differences, *Sociolinguistics, Student Participation, Student Teacher Relationship, Videotape Recordings

This report presents a summary of findings from a year-long sociolinguistic study of pupil and teacher perceptions of classroom discourse. Subjects were 164 pupils, and their teachers, in six second, third, and fourth grade classrooms in a lower socioeconomic, multiethnic elementary school. Six teacher-planned language arts lessons were videotaped in each classroom over the course of the year. In addition, videotapes were made of conversations in the families of three third-grade pupils and of six randomly selected (stratified by sex and peer status) pupils in each classroom in an unstructured play setting. Videotapes were played back to pupils and a variety of tasks were used to collect data on pupil perceptions of the ``rules'' of discourse, the ``units'' and ``salient features'' of discourse, and the functions of ``question cycles'' in each of the three settings. Comparisons were made of pupil responses over time, across settings, and in relation to pupil characteristics, including ethnicity, sex, entering reading achievement, peer status, and status with teacher. Pupil perceptions were compared to teacher perceptions, and both were compared to those of outside observers, chiefly sociolinguistic specialists. Important discontinuities were identified between children's perceptions of discourse in home and play settings and their perceptions of classroom discourse. Children's perceptions of and participation in classroom discourse, for example, appeared to be associated with differences in classroom language patterns, as identified by sociolinguists. Pupils' sex, entering reading achievement, peer status, and status with teacher were all significantly related to perceptions of classroom discourse and participation in classroom discourse, but ethnicity was not. Frequency of participation in class discussions contributed significantly to explained variance in final reading achievement. (Author/MP)

ED 210 108 PS 012 545

Evans, Francis B.

A Survey of Nutrition Knowledge and Opinion of Wisconsin Elementary Teachers and Food Service Managers.

Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Department of Agriculture, Washington, D.C.
Report No.-WSDPI-Bull-2056
Pub Date-31 Jul 81
Note-91p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Attitude Measures, *Elementary School Teachers, *Food Service, *Knowledge Level, Lunch Programs, *Nutrition, Nutrition Instruction, Private Schools, Public Schools, State Surveys
Identifiers-*Teacher Knowledge, *Wisconsin

Conducted by the Wisconsin Nutrition Education and Training (NET) program, this study was designed to (1) assess public and private elementary school teachers' and public school food managers' nutrition knowledge, and (2) to ascertain their opinions on various topics related to nutrition education. The first section of the report provides background information on the development of the Wisconsin NET program and its goals. Information on how the statewide survey was conducted is also included. This section is followed by two major sections. The first describes the development of the Nutrition Knowledge Test and the survey results for this test. The second section presents the survey findings regarding subjects' opinions on the following: the effects of nutrition instruction on students' eating habits; teaching approaches to nutrition education; respondents' perceptions of their levels of nutrition knowledge; and use of the lunchroom as a laboratory for learning about nutrition. More than half of the report consists of six appendices, including general behavioral and performance objectives related to the Informed Food Choice Model; a copy of the Wisconsin NET Nutrition Knowledge Test; the items used to elicit food service managers' and teachers' opinions on nutrition related topics and; copies of letters and directions sent to study participants; a copy of the Nutrition Knowledge Test answer sheet; and item statistics for the Nutrition Knowledge Test. (Author/MP)

Services for Children: An Agenda for Research.
National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.
Report No.-ISBN-0-309-03147-8
Pub Date-81
Note-116p.
Available from-National Academy Press, 2101 Constitution Avenue, Washington, DC 20418 ($7.25; postage paid on pre-paid orders).
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adolescent Development, *Children, *Child Welfare, Cost Effectiveness, Day Care, *Financial Support, History, *Public Policy, Research Committees, *Research Needs, *Social Services

Focusing on the range of child welfare, health, juvenile justice, child development, recreation, and family support services currently provided to children in the United States, this report of the Committee on Child Development Research and Public Policy assesses and provides recommendations concerning research on children's services and service provision. The first section of the report provides a historical review of the development of and research on children's services. The second section presents three examples of how enlarging the frame of reference for studying children's services brings into question and shifts the terms of policy debate. Examples discussed are child care, services for youth (adolescent) development, and the costs and benefits of financing children's services. In the committee's view, the dozens of specialized perspectives now employed by researchers and service providers constitute an insufficient basis for the formation of a social policy. It is recommended that research on children's services, as well as the services themselves, adopt a holistic conceptualization of the child and investigate how children actually live and manage their lives. It is further recommended that present research and service provision be continued, but be redesigned, redirected, and reformed to provide greater affordable benefits to children. Innovations in the existing array of children's services are suggested. (Author/RH)

ED 210 110 PS 012 550

Edwards, Carolyn S.

USDA Estimates of the Cost of Raising a Child: A Guide to Their Use and Interpretation.

Agricultural Research Service (DOA), Washington, D.C.
Report No.-ARS-MPN-1411
Pub Date-Oct 81
Note-67p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Budgets, *Child Rearing, Comparative Analysis, *Cost Estimates, Cost Indexes, Expenditures, Family Income, Resource Materials, *Rural Areas, Rural Farm Residents, Rural Nonfarm Residents, Rural Urban Differences, Tables (Data), *Urban Areas

This guide describes estimates of the cost of raising a child made by the Family Economics Research Group of the United States Department of Agriculture (USDA). The guide starts with a description of what estimates are available, giving short profiles of the cost of raising urban, rural nonfarm, and rural farm children. The next section defines and addresses the most frequently asked questions on the use and interpretation of the estimates. Also described are adjustments to make the estimates more applicable to specific situations and limitations associated with the use of these adjustments. The third section describes resource materials on issues such as indirect costs of raising a child, costs of having a baby, and child care and higher education costs. Finally, the annual cost estimates of raising urban and rural farm and nonfarm children, updated to June 1980 levels, are presented in tabular form. References are organized to correspond to topics covered in the guide. (Author/MP)

ED 210 111 PS 012 551

Sanders, Eleonora, Ed. And Others

For the Well-Being of Malaysian Children.

University of Agriculture Malaysia, Serdang. Dept. of Home Technology.

Pub Date-79

Note-126p.

Pub Type- Collected Works - General (020)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Child Rearing, Children, Communicable Diseases, Disabilities, Disease Control, Foreign Countries, Guidelines, *Health Needs, Infants, Money Management, *Nutrition, *Parent Role, Preschool Education, Television Viewing

Identifiers-*Malaysia

Intended for use by adult education teachers of all kinds, social workers, physicians, nurses, and parents, this publication contains 16 short papers concerning the well-being of Malaysian children in particular and of all children in general. Covered by the papers are issues such as responsible parenthood; the nutritional need and status of Malaysian children; malnutrition and mental development; the advantages of breastfeeding for both the baby and the mother; the syndromes of prolonged bottle nursing; and prevention of choking. Other topics include the causes of handicaps in children; common communicable childhood diseases and their prevention; the development of a preschool curriculum to develop physical, intellectual, spiritual, and educational abilities; television and its effects on children; factors influencing consumer behavior of children; money management education for children; and the danger of death from clothing burns. A glossary of terms used in the papers is provided. (MP)

ED 210 112 PS 012 553

Follow Through in Oklahoma: A Process Curriculum in Early Childhood Education, Grades K, 1, 2, 3.

Oklahoma State Dept. of Education, Oklahoma City.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Follow Through.
Pub Date-79
Note-71p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Classroom Techniques, Compensatory Education, *Curriculum Design, Curriculum Guides, *Learning Activities, *Learning Experience, *Parent Participation, Primary Education, *Skill Development, Student Teacher Relationship, Teaching Guides
Identifiers-Oklahoma, *Project Follow Through

Follow Through, which builds on the foundation provided by Head Start and similar preschool programs, is a program designed for children in the early primary grades. The Follow Through curriculum presented in this document is based on certain assumptions about children and the learning process, among them the understanding of the importance of individual uniqueness, human development, and self-esteem. Also stressed is the role of learning potential, learning as a process of interaction with the environment, and learning as a selective activity. A section devoted to teaching design focuses on coordination of curriculum goals, classroom management, the physical environment, and teacher behavior. Many learning activities are presented for developing reading, writing, mathematical, and test-taking skills. Creative thinking is also encouraged in this curriculum; learning experiences are outlined for arts and crafts, cooking, dramatics, writing, games, field trips, and the use of intellectual kits'' (a collection of objects used to help develop such skills as problem solving, language facility, and differentiating reality from fantasy). Parent involvement is briefly discussed. (Author/DB)

ED 210 113 PS 012 555

Families Learning Together: At Home and in the Community. Building Adult Knowledge and Children's Skills.

Home and School Inst., Washington, D.C.
Report No.-ISBN-0-9603280
Pub Date-80
Note-130p.
Available from-The Home and School Institute, Inc., Training Programs and Publications, c/o Trinity College, Washington, DC 20017 ($14.00).
Pub Type- Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Academic Achievement, Adult Education, Children, Educational Philosophy, Elementary Education, *Family Involvement, *Family School Relationship, Guidelines, *Learning Activities, Mathematics Achievement, *Nonformal Education, *Parent Child Relationship, Reading Skills, *Skill Development
Identifiers-Parent Through Child Learning

The curriculum presented in this document involves a set of learning activities whereby parents can help children increase school achievement. The program emphasizes the idea that when families learn together a bridge of shared knowledge and caring is established between generations. Numerous activities, called recipes for learning,'' make use of daily occurrences in such surroundings as the home, the supermarket, and the neighborhood. These learning activities provide a dual-focus curriculum''; that is, adults learn while they are teaching children. Skill areas for children, geared for specific age groups, are reading and mathematics. Adult skill areas include health and safety, consumer economics, community resources, occupational knowledge, and citizenship. Tips for good results are provided. (Author/DB)

ED 210 114 PS 012 557

Newland, Kathleen

Infant Mortality and the Health of Societies. Worldwatch Paper 47.

Worldwatch Inst., Washington, D.C.

Spons Agency-United Nations Fund for Population Activities, New York, N.Y.

Report No.-ISBN-0-916468-46-1

Pub Date-Dec 81

Note-56p.

Available from-Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, DC 20036 ($2.00; 2-10 copies, $1.50 each; discounts available on quantity orders).

Pub Type- Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Birth Rate, Comparative Analysis, Death, Demography, Developed Nations, Developing Nations, *Diseases, *Environmental Influences, *Incidence, *Infant Mortality, *Nutrition, Prevention, Risk, *Social Influences

Demographic data are used in this report to present information about infant mortality in more- and less-developed countries. One chapter is devoted to rising infant mortality rates in developed countries, which defy the typical post-World War II pattern. Severe economic conditions are linked to this increase. Direct causes of infant deaths are identified as birth defects, malnutrition, and disease. Infectious and parasitic diseases cause deaths frequently preventable by vaccination or proper sanitation. Not considered an outright killer of infants, malnutrition is seen as an accessory to the crime. Indirect causes of infant mortality are traced to social and physical environments. Poor medical care, ignorance, and low income are three factors in infant mortality that are aspects of the social environment; poor sanitation and polluted water are the major factors included in the physical environment. The total number of children a woman has borne, although not clearly linked to infant mortality, is also considered important. A three-stage endeavor to reduce infant mortality is discussed in terms of quality of life, medical interventions, and care of sick infants. (Author/DB)

ED 210 115 PS 012 558

Legg, Jane

The Elementary School Mental Health Project: A School Program Aimed at the Promotion of Mental Health in Young Children.

Pub Date- 80
Note-13p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Consultation Programs, *Coping, Elementary Education, *Elementary School Students, *Emotional Development, Foreign Countries, Group Counseling, Individual Counseling, *Mental Health Programs, *Prevention, Program Development, *Social Development
Identifiers-Ontario (Ottawa)

A program aimed at promoting mental health in elementary school-age children is described in this report. The project's short-term goal is to help children successfully cope with social and emotional problems. One long-term goal is to prevent mental health problems which require long and costly remediation; another is to enhance the lives of children and families. The conceptual framework for the program is the primary, secondary, and tertiary prevention approach formulated by public health services. Program components include counseling, consultation, education, program development, and research. Counseling refers to individual interventions with a single child or to group work with children who have specific interests or problems. School staff and parents accept counseling services before they accept consultation. The objectives of consultation are to share knowledge and perceptions about individuals, to develop helping strategies, and to monitor progress. Mental health education in the program, seen as the first step in the direction toward primary prevention, involves small-group discussions, in-service education, and information dissemination. Program development involves special projects to promote mental health, such as a toy library which was created at one school. Preliminary evaluation results are presented. (Author/DB)

ED 210 116 PS 012 559

Odebunmi, Akin

Factors Which Influence the Development of Intelligence and Performance Among Nigerian Children.

Pub Date- 80
Note-20p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Children, Cognitive Ability, Communication Skills, Environmental Influences, *Family Influence, Foreign Countries, *Intellectual Development, Intelligence Tests, Learning Processes, *Nutrition, Parent Child Relationship, *Personality Traits, *Socioeconomic Influences
Identifiers-*Nigeria

Several themes relevant to the personality development and intellectual functioning of children are presented in this position paper. Inferences for the education of Nigerian children are also drawn. Among general factors considered influential in children's intellectual development, three are emphasized: the way in which intelligence is defined, the use of intelligence tests, and the basic communication process involved in learning. An estimate that children in developed countries use 15 to 20 per cent of their mental ability is used to draw attention to the proposition that children in developing countries probably use their mental ability to a lesser extent; and that Nigerian educational planners should consider such prospects a cause for concern.

Environmental factors, language, and the home are considered the major influences on personality development of children with implications for Nigerian children seen fundamentally as the need for parent education programs. Cultural factors, which predominate in Nigeria with its diverse tribes, are also discussed as significant influences on personality development. The paper's final section identifies five factors pertinent to the growth and development of intelligence among Nigerian children: the home environment, economic handicaps, nutrition, harsh local medical practices, and competitive nature of child rearing in Nigeria. (Author/DB)

ED 210 117 PS 012 561

Tamashiro, Roy T. Markson, Maxine B.

Parents' Views of Discipline in the Preschool and the Home.

Pub Date-Nov 81

Note-13p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Detroit, MI, November 5-8, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Techniques, *Discipline, Discipline Policy, Early Childhood Education, Educational Background, *Parent Attitudes, Parent Child Relationship, Parent School Relationship, *Preschool Children, Sex Differences, *Teacher Role

One hundred and forty-three parents of preschool age children were surveyed (1) to determine their beliefs about discipline at home and at the preschool, and (2) to ascertain relationships between these beliefs and demographic characteristics. Parents indicated the extent to which they expected teachers to solve classroom problems according to each of three discipline approaches: the interventionist approach, which follows social learning principles and endorses authoritative discipline; the non-interventionist approach, which follows psychodynamic principles and endorses non-directive discipline; and the interactionist approach, which follows reality therapy principles and endorses negotiated discipline. It was acknowledged that parents might endorse more than one discipline approach, but one approach was expected to predominate in an individual's beliefs. Most parents endorsed the interventionist approach in the home, a third endorsed the interactionist approach at home, and less than a tenth endorsed the non-interventionist approach. Parents expected teachers to use these approaches in approximately the same proportions. However, nearly 25 per cent of the parents demonstrated a double-standard, expecting schools to be more authoritative than the home. Educational background of the parent, and gender of child, (but not of parent) were associated with type of discipline endorsed. Appendices include the data-gathering instrument and the scoring key. (Author/DB)

ED 210 118 PS 012 562

Becker, Judith A.

Preschoolers' Judgments of Speaker Status Based on Requests.

Pub Date-Apr 81

Note-6p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences, *Childhood Attitudes, *Cues, *Individual Characteristics, Language Research, Language Skills, Language Usage, *Semantics, Status, *Syntax, *Young Children

Identifiers-Dominant Behavior, *Speech Discrimination, Subordination

Children's ability to infer dominant or subordinate status of speakers from their requests was investigated. It was hypothesized that, for young children, syntactic indirectness, semantic softness, and a positive tone, in the absence of other cues, would serve as cues to indicate that a speaker is subordinate to a listener. Syntactic directness, semantic aggravators, and negative tone were hypothesized as cues of a speaker's dominance. Syntactic directness/indirectness, semantic markers, and tone of voice were identified as cues which signify status to a listener. Syntactic directness/indirectness measures how explicitly sentence structure indicates a request is being made, semantic markers involve words such as please'' or a threat, and tone of voice was used to differentiate between pleasant and aggressive requests. Sixteen 4 1/2- to 5-year-old boys and girls and sixteen 5 1/2- to 6-year-old boys and girls listened to eight pairs of stimulus sentences, each pair differing solely with respect to one of the hypothesized cues. One request in the pair was directed'' to each child by a doll while the other request in the pair was addressed'' to the child by an identical doll. After each pair of sentences, the child had to decide which doll was making requests in a bossier way.'' In general, hypotheses were confirmed. (Author/DB/RH)

ED 210 119 PS 012 563

Lombard, Avima D.
Success Begins at Home.
Spons Agency-Ford Foundation, New York, N.Y.
Report No.-ISBN-0-669-04798-8
Pub Date-81
Note-150p.
Available from-Lexington Books, D. C. Heath and Company, Lexington, MA 02173 ($17.95; include any state or local tax. Postage free on prepaid orders).

Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Child Development, *Cognitive Development, *Compensatory Education, *Concept Formation, Disadvantaged Youth, Early Childhood Education, Followup Studies, Foreign Countries, *Home Programs, Mothers, Parent Child Relationship, Parent Participation, *Preschool Children, *Programed Instruction, Program Effectiveness
Identifiers-*Israel

Israel's Home Instruction Program for Preschool Youngsters, a nationally administered home-based program of early childhood education, is discussed in this book. In addition to presenting information regarding the social conditions that necessitated development of the program, this book describes the theory and planning behind the program, its operation, and evaluation results. Failure of Israeli kindergartens to cope effectively with the educational deficiencies of Jewish immigrant children from Islamic countries led to the development of this home-based program in which mothers are taught how to teach their children. Highly structured materials were chosen as the instructional resources most likely to ensure academic success of the children. A hierarchical conception of early psychological development was also incorporated into the program. Teaching materials focused on language skills, discrimination skills, and problem solving. Three categories of concepts were emphasized: attributes, spatial relationships, and quantity. Specific chapters in the book present research about effects of the program on children, participants' views of the program, assessment of the program's implementation, and the current status and future outlook of the program. Appendices provide examples of workbook activities for 4-, 5-, and 6-year-old children. Several tables provide data on such topics as academic achievement, teacher evaluations, and reading and math skills. (Author/DB)

ED 210 120 PS 012 564

Stallings, Jane And Others

Early Childhood Education Classroom Evaluation.

SRI International, Menlo Park, Calif.

Spons Agency-California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.

Pub Date-Jan 78

Note-114p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Academic Achievement, *Attendance, *Classroom Environment, Classroom Observation Techniques, Classroom Research, *Classroom Techniques, Elementary School Students, *Grade 3, Primary Education, *Reading Achievement, *Student Teacher Ratio, Teaching Methods

A finding in the 1975-76 evaluation of several California programs designed to improve the academic achievement of young children indicated that in schools whose students scored at or below the twentieth percentile on the Entry Level Test in 1973-74, third grade reading test scores had declined relative to their predicted scores over the three-year period from 1973-74 to 1975-76. Although the aggregate finding for that group of schools indicated a decline in scores relative to prediction, individual schools could be identified that had patterns of scores that increased over the period in question, as well as schools in which scores declined. This study was designed to investigate the circumstances associated with this decline or improvement in third-grade reading achievement. Seven increaser'' schools and seven decreaser'' schools were identified, and a total of 45 third-grade classrooms were observed. Reading test scores from the California State Assessment of 1976 and 1977 and attendance data were obtained for the year. Major findings included the following: (1) higher classroom gains were associated with lower teacher-student ratios; (2) highly controlled classroom environments using systematic instruction and much positive reinforcement contributed to greater reading achievement scores; (3) small group instruction was more efficient and effective in increasing reading achievement than was individualized instruction; and (4) great classroom diversity was observed in terms of instructional processes and achievement gains. Appendices include the classroom observation instrument, and operational definitions for the observation instrument. (Author/DB)

ED 210 121 RC 012 961

Spencer-Aders, Cathy

Oregon Title 1-M Skill Check List Level-K.

Oregon Migrant Education Service Center, Salem.

Spons Agency-Oregon State Dept. of Education, Salem. Compensatory Education Section.

Pub Date-15 Sep 79

Note-16p.; Revised. For a related document, see RC 012 962.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Alphabetizing Skills, *Basic Skills, Behavioral Objectives, *Check Lists, *Kindergarten, Learning Readiness, Mastery Learning, *Migrant Education, *Non English Speaking, Primary Education, Skill Development, *Student Evaluation, Student Records

Identifiers-ESEA Title I Migrant Programs, *Oregon

Developed for non-English speaking kindergarten children, this skills check list was designed to evaluate rapidly and to monitor a student's mastery of suggested objectives at the kindergarten level. Objectives to be mastered with 100% accuracy include: (1) oral identification of 6 basic colors; (2) oral identification of numbers 0-5; (3) identification of numbers 6-10; (4) oral identification of 6 basic shapes; (5) oral recitation of English alphabet; (6) identification of letters (of the English alphabet), in and out of order and learning of keywords and phonetic sounds orally; (7) identification of 8 basic body parts; (8) oral identification of 9 advanced colors; (9) learning to tell basic time (o'clock''); and (10) learning to print name. Included in the booklet are a K-level goal sheet, a skills check list on which to record student progress, and tutoring request/report forms that list individual objectives and provide space to record date and length of tutoring sessions. Additionally, a filmstrip is available to help the teacher or teacher-aide present the objectives and to help the child learn the skills as required in the K-level. (AW)

ED 210 122 RC 012 962

Spencer-Aders, Cathy

Oregon Title 1-M Skill Check List Level 1.

Oregon Migrant Education Service Center, Salem.

Spons Agency-Oregon State Dept. of Education, Salem. Compensatory Education Section.
Pub Date-15 Sep 79
Note-23p.; Revised. For a related document, see RC 012 961.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Addition, Alphabetizing Skills, *Basic Skills, Behavioral Objectives, *Check Lists, Elementary School Mathematics, *Grade 1, Learning Readiness, Mastery Learning, *Migrant Education, Non English Speaking, Primary Education, Reading Skills, Skill Development, *Student Evaluation, Student Records, Word Lists
Identifiers-ESEA Title I Migrant Programs, *Oregon

Developed for non-English speaking grade 1 students, this skills check list was designed to evaluate rapidly and to monitor a student's mastery of suggested learning. Following the Migrant Student Record Transfer System skill's list, the check list is a suggested list of learning needs to be mastered, along with some helpful ideas for supplementing a child's knowledge of important things around him/her. Objectives to be mastered with 100% accuracy include: (1) reading aloud the Dolch pre-primer, primer, and Level I word lists; (2) reading aloud the Sullivan (or equivalent) word list; (3) identifying orally the numbers 0-100 in and out of order; (4) spelling numbers 0-10; (5) spelling 8 basic colors; (6) printing first and last name; (7) learning basic addition facts; (8) printing entire English alphabet in order (capital and lower case); and (9) learning to tell time (half hours). The booklet includes the goals for kindergarten through grade 6, a skills check list on which to record student progress, and tutoring request/report forms that list individual objectives and provide space to record date and length of tutoring sessions. Additionally, Dolch basic word lists (pre-primer, primer, and level I) and basic addition problems are included. (AW)

ED 210 123 RC 012 963

Lugo, Alfredo Morales, Comp.

Oregon Title 1-M Early Childhood and Elementary Education Programs.

Oregon Migrant Education Service Center, Salem.

Spons Agency-Oregon State Dept. of Education, Salem. Compensatory Education Section.

Pub Date-Aug 81

Note-12p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Basic Skills, Community Services, Early Childhood Education, Elementary Education, English (Second Language), Home Instruction, Individualized Instruction, Learning Activities, Learning Problems, Migrant Children, *Migrant Education, Non English Speaking, Parent Participation, *Preschool Education, *Program Descriptions, *Reading Programs, Second Language Instruction, Skill Development, Spanish Speaking, Tutorial Programs, *Vocabulary Development

Identifiers-ESEA Title I Migrant Programs, *Oregon

Brief descriptions of Oregon Title 1-M early childhood and elementary education programs for migrant children from infants to grade 8, along with lists of contact persons for each program, include reading, pre-school skill development, English as a second language, individualized instruction, utilization of community services, and parental involvement. Programs and grade level are listed as: (1) Pre-reading skills (PRS), K-1; (2) Early-In Program, K-1; (3) Curriculum Guide and Activities Manual A Preschool Program for Migrant Children, preschool-1; (4) [illegible]rion ESD (Education Service District) Home-Preschool, 4-5 years/parents; (5) Handbook for Parents Ideas and Activities to Help Children Succeed in School, K-1; (6) Oregon Kindergarten Checklist and Filmstrip Program, K-6; (7) Idea Language Program, K-6; (8) Home Reading Program, K-6; (9) Independence Primary Reading Program, K-6; (10) Individual Basic Skills Program, K-8; (11) Madras Afterschool Reading Program, K-8; (12) Vocabulary Building Fieldtrips Program, K-7; (13) Jackson County General Tutorial Assistance Programs, K-6; (14) Mt. Angel English as a Second Language Program, K-3; (15) Distar Reading I, K-6; (16) Oregon Individual Short-Term Plans, K-6; (17) Project Child, infants through adults; (18) Early Prevention of School Failure Migrant Program for Spanish/English-Speaking Children, K-1; and (19) Project Home Base, 8 months to 4 years. (AW)

ED 210 124 RC 012 964

Olinger, Judy, Comp. Lugo, Alfredo M., Comp.

Oral Language: Primary and Elementary Levels; Primary, Grades 1-3. Predrafted Individual Short-Term Plan/Records: Directions for Resource Teachers, Teachers and Aides.

Oregon Migrant Education Service Center, Salem.

Spons Agency-Oregon State Dept. of Education, Salem. Compensatory Education Section.

Pub Date-Aug 81

Note-153p.; For related documents, see RC 012 965-967.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Auditory Discrimination, Behavioral Objectives, *Educational Objectives, Instructional Materials, Language Patterns, Learning Activities, Lesson Plans, Listening Skills, *Migrant Children, *Migrant Education, Non English Speaking, Oral Communication Method, *Oral Language, Primary Education, *Student Evaluation, Student Records, Vocabulary Development

Identifiers-ESEA Title I Migrant Programs, *Individual Short Term Plan Records, *Oregon

The predrafted Oregon Individual Short-Term Plan/Records on oral language (grades 1-3), covering skills such as sound discrimination, listening comprehension, critical listening, basic language patterns, oral expression, and vocabulary development, were designed for migrant children who attend a school for only 2 to 6 weeks. Migrant education teachers who had made extensive use of the plan/records were assembled by the Northwest Regional Educational Laboratory during 1979-1980 and funded by the National Institute of Education to develop predrafted plan/records that could be applied to situations frequently encountered with Oregon migrant children, of whom 5,489 of 9,797 eligible for regular and summer terms were active migrants. Each short-term plan covers a single content area and focuses on a limited objective. The objective, a set of activities expected to lead to that objective, and a criterion statement are listed on each page, along with a place to record if and when the criterion was met, who attested to this fact, and any relevant comments. Because of efforts to implement the Migrant Skills List on a nationwide basis, these plan/records were precoded with the Migrant Skills List number if available. Directions for resource teachers are included along with optional reading resources. (AW)

ED 210 125 RC 012 965

Olinger, Judy, Comp. Lugo, Alfredo M., Comp.

Oral Language: Primary and Elementary Levels; Elementary, Grades 4-6.

Predrafted Individual Short-Term Plan/Records: Directions for Resource Teachers, Teachers and Aides.

Oregon Migrant Education Service Center, Salem.

Spons Agency-Oregon State Dept. of Education, Salem. Compensatory Education Section.

Pub Date-Aug 81

Note-119p.; For related documents, see RC 012 964 and RC 012 966-967.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Behavioral Objectives, *Educational Objectives, Elementary Education, Instructional Materials, Learning Activities, Lesson Plans, Listening Skills, *Migrant Children, *Migrant Education, Non English Speaking, Oral Communication Method, *Oral Language, *Student Evaluation, Student Records, Vocabulary Development

Identifiers-ESEA Title I Migrant Programs, *Individual Short Term Plan Records, *Oregon

The predrafted Oregon Individual Short-Term Plan/Records on oral language (grades 4-6), covering skills such as listening comprehension, critical listening, personal listening, oral expression, and vocabulary development, were designed for migrant children who attend a school for only 2 to 6 weeks. Migrant education teachers who had made extensive use of the plan/records were assembled by the Northwest Regional Educational Laboratory during 1979-1980 and funded by the National Institute of Education to develop predrafted plan/records that could be applied to situations frequently encountered with Oregon migrant children, of whom 5,489 of 9,797 eligible for regular and summer terms were active migrants. Each short-term plan covers a single content area and focuses on a limited objective. The objective, a set of activities expected to lead to that objective, and a criterion statement are listed on each page, along with a place to record if and when the criterion was met, who attested to this fact, and any relevant comments. Because of efforts to implement the Migrant Skills List on a nationwide basis, these plan/records were precoded with the Migrant Skills List number if available. Directions for resource teachers are included along with optional reading resources. (AW)

Olinger, Judy, Comp. Lugo, Alfredo M., Comp.
Reading: Primary and Elementary Levels. Predrafted Individual Short-Term Plan/Records: Directions for Resource Teachers, Teachers and Aides.
Oregon Migrant Education Service Center, Salem.
Spons Agency-Oregon State Dept. of Education, Salem. Compensatory Education Section.
Pub Date-Aug 81
Note-238p.; For related documents, see RC 012 964-965 and RC 012 967.
Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Basic Skills, Behavioral Objectives, *Educational Objectives, Elementary Education, Individual Instruction, Learning Activities, Lesson Plans, *Migrant Education, Primary Education, Reading Improvement, Reading Programs, Reading Readiness, *Reading Skills, *Student Evaluation, Student Records, Teaching Methods
Identifiers-*Individual Short Term Plan Records, *Oregon

Step-by-step directions for primary and elementary level resource teachers, classroom teachers and aides instruct them about how to meet the individual reading instruction needs of Oregon migrant children (9,797 eligible in 1980-81) through predrafted Individual Short-Term Plan/Records. In this approach the teacher assumes the child will only be available for instruction for a short period of time, generally two to six weeks. After quick assessment, using whatever information is available, the teacher selects one or more short-term plans. Each plan addresses a single content area and focuses on a single limited objective. The objective, a set of activities expected to lead to that objective, and a criterion statement are laid out on a single page form, comprising the plan portion of the plan/record. The record portion of the page contains a place to record if and when the criterion were met, who attests to this fact, and any relevant comments. Plan/records are pre-coded with the Migrant Skills List number, if applicable. Predrafted plan/records for reading readiness skills focus on visual discrimination, visual memory, auditory discrimination sensorimotor, alphabet, and context. Reading skills plan/records emphasize decoding consonants and vowels, structural analysis, literal and inferential comprehension, vocabulary, and study skills. (NEC)

ED 210 127 RC 012 967

Olinger, Judy, Comp. Lugo, Alfredo M., Comp.

Math: Primary and Elementary Levels. Predrafted Individual Short-Term Plan/Records: Directions for Resource Teachers, Teachers and Aides.

Oregon Migrant Education Service Center, Salem.

Spons Agency-Oregon State Dept. of Education, Salem. Compensatory Education Section.

Pub Date-Aug 81

Note-329p.; For related documents, see RC 012 964-966.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Arithmetic, *Basic Skills, Behavioral Objectives, *Educational Objectives, Elementary Education, *Elementary School Mathematics, Individual Instruction, Learning Activities, Lesson Plans, Mathematics Instruction, *Migrant Education, Primary Education, *Student Evaluation, Student Records, Teaching Methods

Identifiers-*Individual Short Term Plan Records, *Oregon

Step-by-step directions instruct primary and elementary level resource

teachers, classroom teachers, and aides who provide direct instruction to students about how to meet the individual mathematics learning needs of Oregon migrant children (9,797 eligible in 1980-81) through the technique of predrafted Individual Short-term Plan/Records. In this approach the teacher assumes the child will only be available for instruction for a short period of time, generally two to six weeks. After a quick assessment, using whatever information is available, the teacher selects one or more short-term plans. Each plan addresses a single content area and focuses on a single limited objective. The objective, a set of activities expected to lead to that objective, and a criterion statement are laid out on a single-page form, comprising the plan portion of the plan/record. The record portion of the page contains a place to record if and when the criterion were met, who attests to this fact, and any relevant comments. Plan/records are pre-coded with the Migrant Skills List number, if applicable. Predrafted plan/records for elementary mathematics focus on math readiness (colors, shapes, relationships), number meaning, whole numbers, addition, subtraction, multiplication, division, applications, fractions, and decimals. (NEC)

ED 210 128 RC 013 021

Damron, Shayla R.

A Bidialectal Approach: Strategies for Assimilating the Mainstream Dialect into the Non-mainstream Southern Mountain Dialect.

Berea Coll., Ky.

Pub Date-18 Jul 77

Note-29p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Auditory Discrimination, *Dialects, Individualized Instruction, *Instructional Materials, *Nonstandard Dialects, Oral Reading, *Pattern Drills (Language), Secondary Education, Sentence Structure, *Standard Spoken Usage, Teaching Methods, *Verbs, Visual Learning

Identifiers-Appalachia, *Bidialectalism, Decoding (Speech), Encoding

Designed for the individualized instruction of non-mainstream (non-standard) dialect bearing students from middle school through secondary, this instructional packet attempts to develop flexibility in language whereby the dialect bearer will be able to assimilate the mainstream (standard) forms and phonology into his own idiolect without destroying his non-mainstream dialect. The packet stresses the value of oral work and repetition in producing this outcome. It is suggested that the teacher take an initial reading miscue inventory of a sample of each student's reading. The packet presents strategies and simple exercises for producing student awareness of dialectical miscues, for bridging the gap between mainstream and non-mainstream dialects, for encouraging standard usage of verb forms, and for using picture exercises to build up generalized conceptions about speech patterns. The desired end result is the reduction of any perceptual dysfunction created in the mismatch of the two dialects as they are perceived by the student, verbally and silently in materials. Included in the packet are picture exercises and pattern drills for individualized instruction. (CM)

ED 210 129 RC 013 029

Swift, Doug

An Analysis of Size Adjustment Factors in the New Mexico Public School Funding Formula.

Spons Agency-New Mexico State Dept. of Finance and Administration, Santa Fe.

Pub Date-Feb 78

Contract-NM-65-10

Note-144p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Consolidated Schools, *Educational Finance, Elementary Secondary Education, Enrollment, Expenditure per Student, Operating Expenses, *Public Schools, *Rural Schools, School Districts, School Organization, *School Size, *Small Schools

Identifiers-*Funding Formulas, *New Mexico

Using 1975-76 school-year data, the study describes New Mexico size adjustment factors for public school funding, compares them with the manner in which other states recognize smallness or sparsity, and delineates the impact of size adjustment factors on New Mexico school districts in terms of resources, net operational and proportionate operational expenditures, pupil-professional and pupil-adult ratios, and breadth of program. The study also investigates size adjustment factors as incentives for school reorganization and for school and district consolidation and the desirability of recognizing alternative schools within the distribution formula. Results support the concept of three-tier size adjustment recognition (school, district, and rural/isolation) and the current recognition formulas for small elementary-junior high schools, small districts, and rural/isolation, but reveal a large disparity in the breadth of programs offered in small and large secondary schools and difficulties for very small schools to offer a breadth of program comparable to larger secondary schools, regardless of resources provided. Recommendations include: retaining without change the elementary-junior high, district, and rural/isolation factors; changing the high school adjustment factor to recognize schools with enrollments of 500 or fewer and reducing the multiplier to 1.5; and adopting incentives for small secondary school and small school district consolidation. (Author/NEC)

ED 210 130 RC 013 031

Hays, Jeanne Tarullo

Appalachian Studies for the High School Student with an Emphasis on Appalachian Literature.

Berea Coll., Ky.
Pub Date-18 Jul 77
Note-37p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Area Studies, *Cultural Awareness, Curriculum Guides, Dialects, *English Curriculum, Folk Culture, High School Students, Identification (Psychology), Instructional Materials, Local Color Writing, *Rural Education, Secondary Education, Self Concept, Student Projects, *Values Clarification
Identifiers-*Appalachia, *Appalachian Literature, Appalachian Studies

Designed to give Appalachian high school students an awareness of their own mountain culture, this guide begins with a section on values clarification and cultural awareness. Chapters II through V lay the groundwork and give reason and explanation to the works the students will examine in Chapter VI. These chapters deal with the geography, history, and folk culture of Appalachia and with Appalachian language. Chapter VI, ``Appalachian Literature,'' covers the following: (1) Tall Tale and Tall Talk; (2) Local Color: Realism and Romance; (3) New Dimensions of Realism: Renaissance in the Hills; (4) Using the Past to Search for Identity; (5) Poetry; and (6) Essays in Criticism and Culture. Each of these sections contains suggested teaching methods and student activities. The Project section of the guide, to be used the last week of the course, is designed to enable students to investigate a part of the course that especially interested them, by working on individual projects. (Author/CH)

ED 210 131 RC 013 033

Rosenblum, Sheila Louis, Karen Seashore

Stability and Change: Innovation in an Educational Context. Environment, Development, and Public Policy: Public Policy and Social Services.

Abt Associates, Inc., Cambridge, Mass.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Note-369p.

Available from-Plenum Publishing Corporation, 233 Spring St., New York, NY 10013 ($29.50).

Pub Type- Information Analyses (070) - Reports - Research (143) - Books (010)

Document Not Available from EDRS.

Descriptors-Adoption (Ideas), *Change Strategies, *Educational Change, Educational Innovation, Educational Research, Elementary Secondary Education, Experimental Schools, Federal Programs, Government School Relationship, Linking Agents, Organizational Change, Questionnaires, Research Methodology, *Rural Education, Rural Schools, *School Districts, *School Organization, Systems Approach

Identifiers-*Experimental Schools Program

The organizational characteristics of school systems that affect the process and outcomes of planned change activities are examined in this monograph, which analyzes the Rural Experimental Schools Program (RESP), a set of long-term education field experiments sponsored by the National Institute of Education in 10 geographically dispersed school districts comprising 52 individual schools, to develop and implement comprehensive changes in all aspects of district and school functioning. The crucial relationship between the organizational properties of schools and their districts is explored. Particular attention is given to the organizational characteristics of the parts of the educational system (such as individual schools, school districts, and federal education structures) and to the essential relationships among the system's parts. The federal role in education, elements of a rational approach to change, strategies for measurement and analysis, and assumptions underlying RESP are considered. A descriptive analysis of the scope of the program's implementation is offered, as are discussions of how structuring authority affected implementation. Implications of the results of RESP for the design and management of other education change programs are discussed. (NEC)

ED 210 132 RC 013 034

Fitzsimmons, Stephen J. Freedman, Abby J.

Rural Community Development: A Program, Policy, and Research Model.

Abt Associates, Inc., Cambridge, Mass.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Note-540p.
Available from-Abt Books, 55 Wheeler St., Cambridge, MA 02138 ($28.00).
Pub Type- Reports - Descriptive (141) - Books (010)
Document Not Available from EDRS.
Descriptors-Case Studies, Change Strategies, Community Attitudes, *Community Change, Community Characteristics, *Community Development, Economic Climate, *Educational Change, Elementary Secondary Education, Employment, Experimental Schools, Federal Programs, Housing, Local Government, Models, Quality of Life, Research Methodology, *Rural Development, Rural Education, *Rural Schools, *Social Science Research
Identifiers-*Experimental Schools Program

The study documents what happened in 10 rural communities when a federal educational funding program (Experimental Schools) in 1972 provided 5-year grants for demonstration projects designed both to improve the school system and, through the schools, to address a variety of community needs. The study employs two strategies to document the ways in which a community's characteristics both influence and are influenced by rural development programs. First, it examines how various community characteristics enhanced or constrained the planning, development, and implementation of these programs and the ultimate effects of the programs upon both schools and communities. Second, it explores three concepts concerning the nature of rural communities: the existence of unique prototypes of rural communities; the nature of an underlying social system operating in many rural communities; and the role of various sectors of the community as these contribute to the development process (including local government, housing, the economic base, employment, social services, health, and family life). A sophisticated model developed to guide the research synthesizes theories and methods from social science theory, rural development policy, program evaluation, and operations research. Findings offer implications for educational investment programs, rural development policy, and social research and theory. (NEC)

ED 210 133 RC 013 035

Finkell, A. Garry Ceresia, Charles S.
American Indians in New York State. Program Brief No. 2.
New York State Dept. of Social Services, Albany.
Pub Date-Apr 78
Note-11p.; Table and map may not reproduce clearly due to small print size.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*American Indian Education, *American Indian Reservations, American Indians, *Census Figures, Nonreservation American Indians, *Reservation American Indians, *Tribes
Identifiers-Bureau of Indian Affairs, Iroquois Confederacy, *New York, Poospatuck (Tribe), Shinnecock (Tribe)

According to the 1970 census, New York State has the tenth largest Indian population in the United States; 1978 tribal enrollment was 12,500 up about 25% over 1970. The nine Indian reservations are owned and occupied by Iroquois, Poospatuck, and Shinnecock Indians, all of whom are indigenous to New York State. Enrollment in the Iroquois Confederacy, which includes five nations the Mohawks, Oneidas, Onondagas, Cayugas, and Senecas is determined by lineage. The Cayuga Indians do not have their own reservation, having sold their lands to the State. The total American Indian population, as defined by the Bureau of Indian Affairs, consists of individuals enrolled in a tribe and other persons of at least one-fourth Indian blood. New York State's Indian population includes persons descended from tribes located outside the State. Because tribal lands are tax exempt, Indian nations and tribes enter into contracts with neighboring school districts for the education of their children. Although most Indian children (about 80%) are educated in public schools, three reservation schools, on the Onondaga, St. Regis and Tuscarora Reservations, are operated by local school districts under contract with the State Education Department. The Bureau of Indian Affairs coordinates all State services and provides information and referral services to Indians. Following the narrative section, charts highlight pertinent information. (CM)

ED 210 134 RC 013 036

Kan, Stephen H. And Others

Community Satisfaction, Migration Intentions and Migration: The Case of Nonmetropolitan Utah Within the Context of Rural Revival.

Utah State Univ., Logan. Agricultural Experiment Station.

Pub Date-81

Note-32p.; Paper prepared for presentation at the Annual Meeting of the Rural Sociological Society (Guelph, Ontario, Canada 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Community Satisfaction, *Family Mobility, Individual Characteristics, Local Government, Longitudinal Studies, *Migration, Quality of Life, Relocation, *Rural Areas, *Rural Development, Rural Environment, Rural Resettlement

Identifiers-*Energy Development, Impact Studies, *Utah

A 1975-79 study assessing community satisfaction and migration intentions in 8 nonmetropolitan Utah communities ranging in population from 1,350 to 6,300 had 3 unique characteristics: (1) the use of distance from the community to the closest Standard Metropolitan Statistical Area (SMSA), per capita sales tax, and energy development status as contextual variables; (2) identification of interpersonal relations, community facilities and services, community physical appearance, local government, and environmental quality as 5 major factor analysis measures; and (3) separate analyses of communities with high and low energy impact. Analyses of 880 usable 1975 questionnaires (of a 1,126 total sample) and a 1979 follow-up survey revealed that satisfaction toward community physical appearance was affected negatively by age, education, and energy development status and positively by distance from SMSA and per capita retail sales tax. Satisfaction toward local government was significantly affected by age, distance, and energy development. For migration intention, home ownership exerted a retarding direct effect. Residents with non-Utah exposure, regardless of religion and other characteristics, were more apt to intend to move, as were residents in communities of high energy impact. Age, kinship ties, and housing type were not significant to migration intention, but were to actual migration. (NEC)

ED 210 135 4 RC 013 037

Hay, Gloria A.; Apps, Jerold W.

The Role of the Adult Educator in Promoting Growth in Rural Community Problem-Solving Groups.

Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.

Spons Agency-Department of Agriculture, Washington, D.C.

Pub Date-Jun 81

Note-28p.

Available from-Agricultural Bulletin Building, 1535 Observatory Dr., Madison, WI 53706 (R3118).

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, *Adult Educators, *Citizen Participation, *Community Problems, Extension Education, Group Dynamics, *Group Guidance, Leadership, Leadership Training, *Problem Solving, Rural Areas, Rural Development, *Rural Education, Self Actualization, Teacher Characteristics

Identifiers-Wisconsin

Three discrete but related studies contribute to the larger research question of how adult educators can help community problem-solving group members gain new skills and compentencies as they work together on community problems. The first study addresses defining individual growth in the context of rural community problem-solving groups and identifying indicators of individual growth. The second study examines how an educator might introduce educational activities into the community problem-solving situation and how these activities influence group growth. The third study examines the relationship between certain educator personality characteristics or styles and participant growth. Data suggest individual growth and growth of the group as a whole can be realized to a greater extent when the educator deliberately works toward educational goals and is alert to attitudes and behaviors both conducive and detrimental to learning. Findings have implications for improving adult education in rural problem-solving groups and for teaching adult educators themselves. Synopses of Wisconsin case studies (six illustrating individual growth in rural community problem-solving contexts and nine illustrating the influence of adult educators on group growth) and data summarizing the relationship between adult educator's self-actualization and growth in community problem-solving groups are appended. (NEC)

ED 210 136 RC 013 038

Justiz, Manuel, J. And Others

A Directory of Hispanic and American Indian Higher Education Programs.

New Mexico Univ., Albuquerque. Coll. of Education.

Spons Agency-Carnegie Corp. of New York, N.Y.
Pub Date-80
Note-281p.
Available from-University of New Mexico Press, Albuquerque, NM 87131
($11.95 plus $1.00 postage and handling).
Pub Type- Reference Materials - Directories/Catalogs (132)

Document Not Available from EDRS.

Descriptors-*American Indian Education, American Indians, *Community Resources, Counseling, Guidance Programs, Health Services, *Higher Education, *Hispanic Americans, Mexican American Education, Program Descriptions, *Relevance (Education), Religious Organizations, Student Employment, Student Financial Aid, Student Interests, *Student Personnel Services, Tutorial Programs

The information in this directory is presented to help students learn about specific Hispanic and American Indian higher education programs and services available from a large number of universities and colleges throughout the United States. For ease in use, the colleges and universities are organized in the directory by state. An alphabetical index of institutions as well as an academic program index are provided to help the reader locate programs of interest. General institutional information and a description of programs and services of special relevance to Hispanics and American Indians are included in each college entry. The address information is presented first, followed by a summary of the type of institution, student enrollments, campus housing available, and tuition and fees of the colleges. Support services available to students are described. Information is provided concerning clubs and organizations sponsored by the institution for Hispanics and American Indians: Hispanic and Mexican American staff and faculty members; courses of study offered; institutionally operated service centers; research centers; special library collections; and community support services. A summary description of the special projects and programs offered that may be of particular interest to Hispanics and American Indians is also provided. (Author/CM)

ED 210 137 RC 013 039

Bachelor, David Deyhle, Donna

An Ethnographic Analysis of Testing and the Navajo Students. Final Report.

Southwest Research Associates, Albuquerque, N. Mex.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-21 Jul 81
Grant-NIE-G-80-0083
Note-68p.
Pub Type- Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Accountability, *American Indian Education, American Indians, Classroom Environment, Data Collection, Elementary Secondary Education, Ethnography, Evaluation Methods, *Models, Reservation American Indians, *Student Attitudes, *Teacher Attitudes, Teacher Role, *Testing, *Test Wiseness
Identifiers-*Navajo (Nation)

Qualitative or observational analysis was used in an all-Navajo Bureau of Indian Affairs day school of approximately 210 students, grades kindergarten through eighth, to generate a description of the attitudes and perceptions surrounding tests and the process of learning about testing among Navajo children. Primary data gathering occurred at the second, third, and fourth grade levels; these data included teachers' explanations of tests and the need and purpose of testing, students' perceptions and feelings concerning testing, extensive classroom observations, and individual interviews conducted with a sample of students and teachers. Data indicated that teachers and students at the lower grade levels functioned in a complimentary way although they had different models for the testing event. By presenting the proper physical behavior during testing, the students seemed to satisfy many of the requirements of the teachers' model, although the understanding of the reasons behind testing were clearly different in both groups. When teachers had to change their model in the later grades, shifting the emphasis from form to content, and when, at that time, the reality of failing presented itself more strongly in the students' school life, the students' model became dysfuntional. (Author/CM)

ED 210 138 RC 013 040

Bates, V. Edward

Traditional Healing and Western Health Care: A Case Against Formal Integration.

Pub Date-27 Aug 81
Note-34p.; Paper presented at the Annual Convention of the American Psychological Association (Los Angeles, CA, August 24-28, 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adoption (Ideas), *American Indian Culture, *American Indians, *Comparative Analysis, Cultural Background, *Cultural Differences, *Cultural Exchange, Folk Culture, Foreign Countries, Health Education, *Health Services, Medical Evaluation, Medical Services, Tribal Sovereignty
Identifiers-Folk Medicine, Medical Anthropology, *Traditional Healing

Based on selected reading of the literature on medical anthropology and the sociology of modern and traditional system integration in other societies (developing and developed), this paper argues that state heteronomy is patently contraindicated, yet inevitable, should the funding and power structure behind Western health care systems be formally integrated with the traditional American Indian healing system.

Structured around a comparison of the similarities and differences between the two systems in order to initiate some thoughts about etiology, role expectations, and situational factors that are traceable to the treatment characteristics of the two systems in question, the paper attempts to reflect strengths in the traditional healing system. Tables compare and contrast two divergent orders of information between the Western and traditional health systems. A curing'' versus healing'' model is presented in four tables that attempt to compare the two systems across causation, diagnosis, roles, and treatment processes. Excerpts from the literature which are concerned with traditional and modern interrelationships from a world-system perspective are presented to convey some of the multiple dimensions of medical pluralism. The paper also discusses non-medical interventions and the destructive aspects of large-scale educational efforts to incorporate the traditional into the modern system. (Author/CM)

ED 210 139 RC 013 041

LaFromboise, Teresa D. Rowe, Wayne

Cultural Adaptation of the Skills Training Model: Assertion Training with American Indians.

Pub Date-Aug 81

Note-19p.; Paper presented at the Symposium on Cultural Dimensions of Counseling the American Indian'' at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 1981). For a related document, see ED 201 436.

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *American Indians, *Assertiveness, Behavior Patterns, Biculturalism, Change Strategies, Communication (Thought Transfer), *Coping, Counseling Techniques, Cultural Differences, Group Dynamics, *Interpersonal Competence, Mental Health, Problem Solving, Program Descriptions, Role Models, Role Playing, Self Determination, *Skill Development, Social Behavior

A skills training approach provides a conceptual framework from which human services can be provided for the personal and emotional needs of Indian people without the subtle, culturally erosive effect of traditional psychotherapy. Some 30 tribal groups and agencies participated in a cultural adaptation of an assertive coping-skills training intervention program for a year. The general themes of coping, self-determination, and communication were reflected in the ultimate program goal, which was competence in a biculturally appropriate lifestyle. Program goals emerged from discussions among community members. Formal and informal modeling provided a variety of Indian coping models enacting appropriate assertive behavior in several Indian and non-Indian social, family, and business settings. Indian and non-Indian persons rated 24 pre-training and 24 post-training role play scenes by [illegible] participants to determine whether relevant and noticeable change had taken place. Results indicated that the cultural adaptation of social skills training appeared to be more effective for American Indians than traditional psychological approaches. (CM)

ED 210 140 RC 013 042

Development of Native American Culture and Art Part 3. To Promote the Development of Native American Culture and Art. Hearing Before the Select Committee on Indian Affairs, United States Senate, Ninety-Seventh Congress, First Session on S. 792.

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

Pub Date-29 Jul 81

Note-67p.; Not available in paper copy due to small print size.

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*American Indian Culture, *American Indian Education, American Indians, Art, Art Education, *Facility Planning, *Federal Indian Relationship, Hawaiians, Hearings, Institutes (Training Programs), Regional Schools, Religious Factors, Secondary Education, *Self Determination, Tribes

Identifiers-Congress 97th, *Cultural Preservation, *Institute of American Indian Arts NM, New Mexico

The Select Committee on Indian Affairs met July 29, 1981 to hear testimony concerning S. 792, a bill to provide for the establishment of a national institute to preserve, revitalize, and disseminate Indian art and culture. Bill S. 792 was endorsed by senators from Oregon and Hawaii and, with certain reservations, by representatives of eight Indian Tribes, Pueblos, and Associations. Indian representatives wanted Indian control on the Institute's Board of Trustees to insure sensitivity to Indian religious and cultural concerns for policy direction, the exhibition of Indian arts and crafts, and compliance with the American Indian Religious Freedom Act. There was support for the concept of developing regional institutions rather than a national institute. The Department of the Interior's Bureau of Indian Affairs opposed the enactment of S. 792 because the bill proposed to remove the Indian Arts and Crafts Board and the Institute of American Indian Arts from the Department. Statements from nine Pueblo leaders in New Mexico who opposed S. 2166 (a bill to establish a National Institute of Native American Culture and Arts Development) and various correspondence were entered into the record. (CM)

Modality Education Project Overview.

Virginia State Dept. of Education, Richmond. Div. of Special Education.
Spons Agency-Office of Elementary and Secondary Education (ED), Washington, D.C. Migrant Education Programs.
Pub Date-Jul 81
Note-47p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Improvement, Educational Legislation, Educational Objectives, Elementary Secondary Education, Information Dissemination, *Inservice Teacher Education, *Learning Modalities, Linking Agents, *Migrant Education, *Program Design, Program Evaluation, Program Implementation, Questionnaires, Sequential Approach, Staff Development, *State Programs

In 1980, a consortium composed of Virginia, Georgia, North Carolina, Maryland, New Jersey, Pennsylvania, Florida, and the District of Columbia recommended a Staff Development Program for Modality Education to provide continuous and sequential educational experiences for all migrant children in participating states' schools. (Modality is defined as sensory channels through which individuals receive and retain information.) Project design and implementation will be predicated, for the most part, on improving the knowledge and skills of migrant instructional personnel through in-service training. The program, managed by Virginia, under the auspices of the Supervisor, Title I, ESEA and Migrant Education, will aim to build intra-state and interstate linkages and coordination linkages and coordinative mechanisms to ensure uniformity and continuity of instruction. The project also will collect and distribute relevant modality information. Although program development will consist primarily of developing specific activities and instructional modules, it will also include the selection of training and operational methods/techniques and an evaluation plan. The program will be evaluated for effectiveness as it relates to participants' reaction; learning mastery of principles, knowledge, and skills; and changes in teaching techniques and style resulting from the program. Appendices include an overview report of migrant education, Title I Elementary and Secondary Education Act. (CM)

ED 210 142 RC 013 044

Cook, Keith Vincent

The Effectiveness of an Outdoor Adventure Program as a Training Method for Resident Assistants. A Thesis in Recreation and Parks.

Pub Date-May 80
Note-102p.; Master's Thesis, Pennsylvania State University.
Pub Type- Reports - Research (143) - Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adult Education, *Adventure Education, Affective Measures, Attitude Change, Attitude Measures, *Group Unity, Outdoor Education, Pretests Posttests, *Program Effectiveness, *Resident Assistants, *Self Esteem, Sex Differences, *Staff Development, Staff Orientation, Supervisory Training
Identifiers-Pennsylvania State University

A 3-day outdoor adventure training program for an experimental group of Resident Assistants (RAs) at Pennsylvania State University was implemented to determine the effects of such a program on group cohesiveness and self-confidence. There were 60 subjects in the control group and 55 in the experimental group; 59% of the control group were male and 70% of the experimental group were female. While the control group participated in regular in house'' training, the experimental group participated in a 1-day orientation program followed by a 3-day adventure program which consisted of hiking, caving, swimming, and group problem-solving tasks. All facets of the usual RA training program were retained for both groups. The Moos and Humphrey Group Environment Scale and the Vegega Supervisory Self-Confidence Scale were administered prior to training, on the day following the program, and 11 weeks later. Results indicated that the program was effective in developing and sustaining group cohesiveness, that this group cohesiveness was sustained over time, that it was not effective in developing greater self-confidence than the regular program, and that the effectiveness of the program was differentiated in certain respects by the sex of the participant. (CM)

ED 210 143 RC 013 045

Directory of Rural Development Researchers in the South.
Southern Rural Development Center, Mississippi State, Miss.
Report No.-SRDC-SP-43
Pub Date-Nov 81
Note-55p.
Available from-Southern Rural Development Center, Box 5406, Mississippi State, MS 39762.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Development, Human Services, Land Grant Universities, Quality of Life, *Research Directors, *Researchers, *Research Projects, Rural Areas, *Rural Development, Rural Economics, Rural Population
Identifiers-*United States (South)

Designed to help researchers pinpoint other professionals whose work might relate to their own, this publication includes the names, addresses, and areas of research of nearly 200 persons involved with research related to the needs of rural development in the Southern region. The researchers listed are from the following states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia. Part I lists the researchers by state. Part II lists the researchers by the following subject areas: administration, marketing, management; agriculture; citizen participation; community, economic, and rural development; community facilities and services; demography and population; energy conservation; finance; gerontology, nutrition, and elderly; health services; housing; income studies; labor force; land use; miscellaneous; public policy and policy planning; quality of life; recreation; research methodology; resource development; rural crime; rural development research - international programs; rural education; rural industrialization; rural safety; small farms; social change; socioeconomic attainment; solid waste and water resources; state government and local politics; transportation; and research projects of the Southern Rural Development Center. (CM)

SE

ED 210 144 SE 029 961

Polinard, Jerry L.

Attitudes Toward Environmental Quality: Area, Ethnicity and SES.

Pan American Univ., Edinburg, Tex.
Spons Agency-Environmental Protection Agency, Washington, D.C. Office of Research and Development.
Report No.-EPA-600-5-79-0004
Pub Date-Feb 79
Grant-EPA-68-01-2683
Note-83p.; Not available in paper copy due to marginal legibility of original document.
Available from-National Technical Information Service (NTIS), Springfield, VA 22161 (no price quoted).
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Anglo Americans, Attitudes, Economic Factors, *Environmental Education, *Ethnicity, Mass Media, Mexican Americans, *Rural Urban Differences, *Socioeconomic Status, *Surveys
Identifiers-*Environmental Attitudes, *Environmental Education Research, Environmental Problems

The results of a study which surveyed environmental attitudes and perceptions of residents of the San Antonio, Texas SMSA are presented and discussed. Respondents (N 1088) were selected on the basis of: (1) area stratification (urban, suburban, rural), (2) ethnicity (primarily Anglo and Mexican-American), and (3) economic and educational status

(SES) income. The purposes of the study were: (1) to identify and evaluate variations in environmental attitude between and among individuals within the subgroups, relationships between environmental problems and non-environmental problems as perceived by the subgroup populations, extent to which individuals within and among the subgroups were willing to pay'' for improvement in environmental quality, and media influences which have the most significant impact in shaping the environmental attitudes of respondents; and (2) to correlate these findings with existing empirical data. Findings indicate, among others, that respondents do not believe environmental problems are among the most important faced by the nation, that respondents believe television is the most accurate source of information, concern for environmental problems decreases as one moves away from the center city, and that Mexican-Americans rank environmental concerns higher than Anglos. (Author/DC)

ED 210 145 SE 033 913

Mayer, Victor J., Ed.

Activity Sourcebook for Earth Science. Science Education Information Report.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-Dec 80

Contract-400-78-0004

Note-249p.

Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($7.75).

Pub Type- Guides - Classroom - Teacher (052) - Information Analyses - ERIC Information Analysis Products (071) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Astronomy, Climate, *Earth Science, *Field Studies, Geology, *Meteorology, Oceanography, Physical Geography, *Science Activities, Science Education, Secondary Education, *Secondary School Science, Seismology, Space Sciences

Identifiers-*Plate Tectonics, Space Photography

Designed to provide teachers of earth science with activities and information that will assist them in keeping their curricula up to date, this publication contains activities grouped into six chapters. Chapter titles are: (1) Weather and Climate, (2) Oceans, (3) The Earth and Its Surface, (4) Plate Tectonics, (5) Uses of Space Photography, and (6) Space. Each activity has been set in the same general format (introduction, objectives, materials, procedure, and, for some activities, review or summary questions). Some activities are new; others have been standard for years but are located in publications no

longer readily available to teachers. (PB)

ED 210 146 SE 035 784

Baldwin, Lionel V. Down, Kenneth S.
Educational Technology in Engineering.
National Academy of Engineering, Washington, D.C.
Report No.-ISBN-0-309-03138-9
Pub Date-81
Note-110p.; Appendices A, B, and D, pages 99-112 and 117-125, removed due to copyright restrictions.
Available from-National Academy Press, 2101 Constitution Ave., N.W., Washington, DC 20418 (no price quoted).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Audiovisual Aids, College Science, *Communications Satellites, *Computer Oriented Programs, *Educational Media, *Educational Technology, *Engineering Education, Higher Education, Instructional Materials, Program Descriptions, Program Evaluation, Science Education, *Videotape Recordings

A critical evaluation of the educational technology literature with respect to its application to engineering is provided. Although the major emphasis is on videotape systems, other technologies discussed include satellite applications and video/computer combinations. A number of suggestions are made throughout the report and are summarized in a final section. (Author/SK)

ED 210 147 SE 035 786

Fishery Science Teaching at the University Level. Report of a Workshop on University Curricula in Fishery Science (Paris, France, May 5-8, 1980). Unesco Reports in Marine Sciences No. 15.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Marine Sciences.

Pub Date-81

Note-83p.; Not available in paper copy due to copyright restrictions. Contains occasional light and broken type.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Curriculum, *College Science, *Curriculum Development, Environmental Education, *Fisheries, Foreign Countries, *Global Approach, Higher Education, *International Educational Exchange, Marine Biology, Oceanography, *Program Descriptions, Science Education, Workshops

As a result of the increasing human impacts upon global marine and aquatic resources, there is an increasing need to produce fishery science experts who can contribute to management, planning, and research. The Food and Agricultural Organization of the United Nations and Unesco cosponsored a workshop to examine the present status and problems in fisheries science teaching in various countries and to develop curricula in fishery science at a university level. Based upon the consensus that curriculum should be adapted to the specific needs of a country and its students, participants examined various case studies of curricula in the present global context. This analysis resulted in the criteria and recommended curricula for undergraduate and advanced degrees outlined in Part I of this workshop report. Part II contains a discussion of the need for fishery science graduates based on an analysis of the global situation and the six national case studies which guided the formulation of the recommended curricula in Part I. (DC)

Doctoral Scientists in Oceanography.
National Academy of Sciences-National Research Council, Washington, D.C. Assembly of Mathematical and Physical Sciences.
Report No.-ISBN-0-309-03133-8
Pub Date-81
Note-168p.; Several tables may not reproduce clearly.
Available from-National Academy Press, 2101 Constitution Ave., N.W., Washington, DC 20418 (no price quoted).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*College Science, Demography, *Doctoral Degrees, Educational Background, Employment Patterns, Higher Education, *Marine Biology, Occupational Mobility, *Occupational Surveys, *Oceanography, Science Careers, Science Education, *Scientists

The purpose of this report was to classify and count doctoral scientists in the United States trained in oceanography and/or working in oceanography. Existing data from three sources (National Research Council's Survey of Earned Doctorates,'' and Survey of Doctorate Recipients,'' and the Ocean Sciences Board's U.S. Directory of Marine Scientists''), were used to determine the numbers and training of scientists in various ocean science fields, the number of Ph.D.s per year receiving degrees in various fields of ocean science, current employment of oceanographers, and patterns of mobility by trained persons into and out of the ocean sciences. Data analysis is presented under three major headings called: population of doctoral scientists, their education, and demography. Conclusions are drawn and recommendations made relative to the direct training of doctorates in contemporary ocean science, the role of doctorates not obtained specifically in oceanography, the problem of supply and demand, and institutional arrangements and records. (Author/DC)

ED 210 149 SE 035 790

Minority Institutions Science Improvement Program (MISIP): A Brief History 1972-1980.

National Science Foundation, Washington, D.C. Directorate for Science and Engineering Education.

Report No.-NSF-81-33

Pub Date-Apr 81

Note-41p.; Contains occasional photographs which may not reproduce well.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Alaska Natives, American Indians, Blacks, College Science, *Ethnic Groups, *Federal Programs, *Higher Education, Minority Groups, *Science Education, *Science Education History, Sciences

Identifiers-Minority Institutions Science Improvement Program

Reported is the history of the National Science Foundation's Minority Institutions Science Improvement Program from 1972-1980. Also included are appendices of program data, 1972-1980, including data related to awards by year, by predominant minority group, by state, to two-year institutions, to four-year institutions. (PB)

ED 210 150 SE 035 792

Parsons, H. McIlvaine
Automation and Engineering Psychology: A Look to the Future.
Human Resources Research Organization, Alexandria, Va.
Report No.-HumRRO-PP-7-81
Pub Date-81
Note-20p.; Paper presented at the Annual Meeting of the American Psychological Association (89th, Los Angeles, CA, August, 1981).
Pub Type- Opinion Papers (120) - Reports - General (140) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Aerospace Education, *Automation, College Science, *Engineering, Engineering Education, Higher Education, *Human Factors Engineering, Mechanical Equipment, *Psychology, Science Education, Technology

Various aspects of automation are explained to differentiate it from technology and mechanization and to show the difference between using equipment to help humans and using equipment to replace humans. Five reasons are given for engineering psychology to focus its attention on automation. Automation issues in a number of areas are discussed, including command and control systems, robotics, combat aircraft, air traffic control, nuclear power plants, and offices of the future. (JN)

ED 210 151 SE 035 796

Report on the Global Seminar on the Role of Scientific & Engineering Societies in Development (New Delhi, India, December 1-5, 1980).

American Association for the Advancement of Science, Washington, D.C.; Indian National Science Academy, New Delhi.; Indian Science Congress Association, Calcutta.
Spons Agency-Indian Dept. of Science and Technology, New Delhi.; National Science Foundation, Washington, D.C.
Pub Date-81
Note-71p
Available from-Indian National Science Academy, Bahadur Shah Zafar Marg, New Delhi, India 110002 (no price quoted).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Developing Nations, Economic Development, *Engineering, Global Approach, Human Resources, *International Education, Organizations (Groups), *Professional Associations, Science Education, *Sciences, Scientific Personnel, Scientific Research, *Technical Assistance, Technology, World Problems

A global seminar on the role of scientific and engineering societies in development, held in New Delhi, India, in 1980, had as its objectives: (1) to document prior successful, and unsuccessful, activities of scientific and engineering societies in furthering development; (2) to identify and discuss the types of activities to which scientific and engineering societies can uniquely contribute with the intent to further development; (3) to enumerate and describe specific cooperative projects; and (4) to follow through with the planning of a few high priority programs. (PB)

ED 210 152 SE 035 811

Ortiz-Franco, Luis

Suggestions for Increasing the Participation of Minorities in Scientific Research.

Pub Date-Apr 81

Note-17p.

Pub Type- Guides - Non-Classroom (055) - Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-American Indians, Career Development, *Career Guidance, *Ethnic Groups, *Intervention, Mathematics Anxiety, Mathematics Education, Mexican Americans, Minority Groups, Science Careers, *Science Education, Secondary Education, *Secondary School Mathematics, *Secondary School Science

Described is a mathematics-science intervention program for precollege minority students, specifically Chicanos and American Indians. The program is based on the experiences of intervention programs designed to increase the participation of non-minority underrepresented groups in mathematics related careers. It is proposed that in order to maximize the effectiveness of the intervention program activities aimed at impacting teachers, counselors, parents, students, and the school, curriculum should be undertaken on a sustained basis for a long period of time. The involvement of the local community and industry is a necessary ingredient for increasing the effectiveness of these efforts. Also recommended is the inclusion of a sound evaluation program in order to systematically identify the successful activities which can or cannot be duplicated in other geographical localities. (Author/PB)

ED 210 153 SE 035 812

Ortiz-Franco, Luis

First Glances at Language and Culture in Mathematics Education.

Pub Date-Aug 80

Note-12p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Bilingual Education, *Bilingual Students, *Cultural Differences, Cultural Influences, Educational Research, Ethnography, Learning Theories, *Literature Reviews, *Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, *Minority Groups, Teacher Education, Testing

Identifiers-Cognitive Structures, *Mathematics Education Research

This document highlights points made in papers presented in the two scheduled sessions devoted to issues in mathematics education affecting minority students at the 1980 National Council of Teachers of Mathematics (NCTM) conference. The first meeting was part of the official NCTM conference program. The second meeting was sponsored by the National Institute of Education (NIE). Points from a total of three papers presented over the two meetings are discussed. A paper concerned with verbal problem solving in mathematics among Chicano students is the first to be summarized, as it was only discussed at the NCTM session. The other two were further discussed at the NIE-sponsored meeting. Broad areas of ideas from both these papers are combined in a summary that reviews the following topic areas: bilingual education, curriculum, teaching and teacher training, ethnography, testing, and basic research. It is noted that there is a general lack of replications of research studies with minority students on findings and practices that are from mathematics education research that focus on the majority. It is felt the absence of such replications adds to the dubiousness of purportedly generalized outcomes, and needs to be remedied. (MP)

ED 210 154 SE 035 613

Ortiz-Franco, Luis

A Synthesis of Selected Research at NIE in Mathematics Education Related to Minorities.

Pub Date-Oct 81

Note-18p.

Pub Type- Information Analyses (070) - Reports - Research (143) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Abstracts, Adult Education, *Annotated Bibliographies, Educational Research, Elementary Secondary Education, Higher Education, Learning Theories, Literature Reviews, *Mathematics Education, Mathematics Instruction, *Minority Group Children, *Minority Groups, Preschool Education

Identifiers-*Mathematics Education Research

Nineteen projects related to mathematics education issues among minorities, funded by the Learning and Development Unit at the National Institute of Education (NIE), are summarized. It is felt that minorities and mathematics education issues have been largely neglected in recent investigations. This neglect is seen to have the potential to render tenuous the generalizability of empirical findings which have been observed among the non-minority student population. The studies abstracted here cover seven ethnic groups, with both sexes included. Collectively, they include populations in all levels of schooling. More specifically, two investigations include pre-elementary school populations, six involve grades K-6, six focus on grades 7-9, four on grades 10-12, seven include college populations, and five involve adult professionals. Further, three studies do not specify what ethnic groups are included. Of the remaining, eight involve whites, seven pertain to blacks, and four include Puerto Ricans. Each of the groups American Indians, Chinese, and Chicanos is included in two studies, and one report includes Alaskan Natives. One study covers females only, the remaining include both sexes. (MP)

ED 210 155 SE 035 826

Liem, Tik L.
Invitations to Science Inquiry.
Report No.-ISBN-0-536-03689-6
Pub Date-81
Note-363p.; Not available in paper copy due to copyright restrictions.
Available from-Ginn Custom Publishing, 191 Spring St., Lexington, MA 02173 (no price quoted).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Demonstrations (Educational), Discovery Learning, *Elementary School Science, Elementary Secondary Education, Experiential Learning, *Inquiry, Science Activities, Science Education, Science Instruction, *Scientific Concepts, *Secondary School Science, Teaching Methods
Identifiers-*Discrepant Events (Science)

Presented is a collection of thoroughly-tested discrepant events designed for use in science classes. These events have been organized into 17 chapters grouped into four sections: Environment (5 chapters), Energy (7 chapters), Forces and Motion on Earth and in Space (3 chapters), and Living Things (2 chapters). The following information is provided for each discrepant event: chapter science concept, science sub-concept or science properties, title of event, materials needed, sketch of materials set-up, step-by-step explanation of procedure to be followed, key questions to be asked, and explanation providing background information for the teacher. (PB)

ED 210 156 SE 035 830

Long, Joseph W.

Microcomputer Applications in Analytical Chemistry.

Pub Date-81

Note-20p.; Not available in paper copy due to marginal legibility of original document.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Chemical Analysis, Chemistry, *Chromatography, *College Science, Computer Oriented Programs, Higher Education, *Microcomputers, Science Education, *Science Equipment, Secondary Education, Secondary School Science, *Spectroscopy

The first part of this paper addresses the following topics: (1) the usefulness of microcomputers; (2) applications for microcomputers in analytical chemistry; (3) costs; (4) major microcomputer systems and subsystems; and (5) which microcomputer to buy. Following these brief comments, the major focus of the paper is devoted to a discussion of three applications for microcomputers developed at a specific community college: (1) an automatic titrator; (2) a gamma scintillation spectrometer; and (3) a chromatographic data analyzer. (JN)

ED 210 157 SE 035 833

Environmental Education in Asia and the Pacific.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Pub Date-Jun 81
Note-427p.; Not available in paper copy due to copyright restrictions. Contains photographs which may not reproduce well.
Available from-UNIPUB, Box 433, Murrey Hill Station, New York, NY 10016 (no price quoted).
Journal Cit-Bulletin of the Unesco Regional Office for Education in Asia and the Pacific; n22 Jun 1981
Pub Type- Books (010) - Collected Works - Serials (022) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Curriculum Development, Educational Objectives, Elementary Secondary Education, *Environmental Education, *Foreign Countries, Higher Education, Instructional Materials, *International Educational Exchange, Legislation, *Program Descriptions, Program Evaluation, Teacher Education
Identifiers-Environmental Problems, Informal Education

Environmental education issues and programs in Asian and Pacific countries are examined in four sections. Section One presents a general overview of environmental education in the region. Topics discussed include environmental problems, goals and objectives for environmental education, legislation, the nature of environmental education, curriculum and instructional materials, teaching strategies, teacher education, and evaluation. Papers in Section Two were first presented to a Regional Workshop on Environmental Education convened by Unesco in Bangkok, Thailand. They describe the status of environmental education in 17 different countries and vary greatly in scope, often focusing on one or more of the above topics. Section Three addresses common problems and various dimensions of environmental education. Articles on population, the role of science, mass media, industrialization, and specific programs indicate that although environmental education is of relatively recent origin in countries around the world, much is being done in most countries in the region. The final section contains an extensive bibliography. (Author/DC)

ED 210 158 SE 035 834

Brooks, Sarah

Use of the Computer in Solving Mathematics Problems.

Pub Date-81
Note-10p.; Paper presented at the Annual Meeting of the American Mathematical Association of Two Year Colleges (1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Computers, Computer Science Education, Educational Technology, *Logic, Mathematical Applications, *Mathematics Education, *Mathematics Instruction, *Problem Solving, *Programing
Identifiers-Computer Logic, Heuristic Methods, *Heuristics, Structured Programing

Computer programing and problem-solving steps in mathematics are viewed to have related concepts. Some heuristics are compared with some suggestions for structured programing. The one fundamental difference between problem solving in general and when using the computer is seen as the computer solution must be finite. The computer is viewed as a useful tool in solving those problems where the method of solution is a finite step-by-step procedure. Many examples of areas of study where the computer would be a useful tool in investigation are identified. It is suggested that teachers who include computer programing in their problem-solving classes may find pupils learn programing and problem solving more quickly and easily than they would learn either separately. (MP)

Tishler, Anne G.

Cognitive Style in Students Evidencing Dyscalculia.

Pub Date-Nov 81
Note-27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (10th, Lexington, KY, November 11-13, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Style, *Computation, Educational Research, Elementary Secondary Education, *Grade 7, Junior High Schools, *Learning Disabilities, *Mathematics Education, Sex Differences, Spatial Ability
Identifiers-*Dyscalculia, Field Dependence, Field Independence, *Mathematics Education Research

The purpose of this study was to compare factors of cognitive style in two groups of seventh-grade children: (1) children of average or above average intelligence who show learning disability in mathematics but who perform well in reading; and (2) children of average or above average intelligence who perform well in both mathematics and reading. Thirty students were chosen as subjects for each of the two groups. Results indicated that students evidencing dyscalculia were significantly different from their mathematically achieving counterparts on two factors of cognitive style: field dependence and independence, and spatial visualization. Significant sex differences were found in scores used to measure field dependency, and differences in high-level spatial visualization were also found. The investigation is thought to offer some explanation as to why some intellectually capable students were unable to achieve in mathematics. (MP)

ED 210 160 SE 035 836

Schellenberg, John P.

Research Report on College Level Physical Science for Non-Majors.

Pub Date-80

Note-9p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *College Science, Higher Education, *Nonmajors, *Physical Sciences, Research Methodology, Science Education, Science Instruction, *Scientific Attitudes, Scientific Enterprise, Student Attitudes

Identifiers-*Science Education Research

This research report focuses on an experimental study comparing two laboratory approaches to a college level physical science course for non-majors. An approach using contemporary topics was compared to an approach using standard topics. The three dependent variables were achievement of subject content, scientific attitude, and understanding the nature of science. The data analysis showed no significant difference between treatments. The study used design features intended to control possible teacher effect. Of these, a treatment monitoring instrument used to measure congruence between intended and actual treatment proved very useful. It showed on a second trial of the experiment that one of the laboratory instructors did not follow the intended treatment. This was valuable in the analysis of data for that trial. It is strongly recommended that such monitoring techniques be included in this type of experimental design. (Author/DS)

ED 210 161 SE 035 837

Price, Charles L.

A Photography Primer for Middle School Students and Teachers.

Indiana State Univ., Evansville.

Pub Date-Apr 81

Note-41p.; Paper presented at the National Meeting of the National Science Teachers Association (New York, NY, April 3, 1981). Contains light and broken type.

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Elementary School Science, Elementary Secondary Education, *Instructional Materials, Middle Schools, *Photography, *Science Activities, Science Education, Science Instruction, Secondary School Science, *Teaching Guides

Project PHOTO provides a format for middle school students to learn about photography with three different types of techniques: sun prints, can cameras, and pinhole cameras. Additional topics and activities include film developing, contact prints and enlarging, history of photography, photographic composition, types of cameras, a photography word find, constructing and equiping a darkroom, prices of supplies, evaluation, and a snort bibliography. Lesson plans are provided which include cognitive, affective, and psychomotor objectives, motivational techniques, specific procedures, formative and summative evaluation, list of materials, and typical questions to ask students. (DS)

ED 210 162 SE 035 838

Price, Charles L.

Project LOCATE: An Individually Guided Plan for Elementary Science Education Field Experiences.

Indiana State Univ., Evansville.

Pub Date-Apr 81

Note-15p.; Paper presented at the National Meeting of the Association for Education of Teachers in Science (New York, NY, April 4, 1981). Contains occasional light and broken type.

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Course Descriptions, Elementary Education, *Elementary School Science, *Field Experience Programs, Higher Education, *Individualized Instruction, *Preservice Teacher Education, *Program Descriptions, Program Evaluation, Science Education, Science Instruction, Teacher Education Curriculum

The development and operation of an individually guided elementary science education program are described. With the program, a basic set of preteaching activities are presented. Lesson planning, behavioral objectives, management objectives, and evaluation topics are studied in the university setting. Field experiences include classroom teacher interaction with students including what topics will be taught by the preservice teachers. The field experience is evaluated via written reports and an audio-tape teaching situation. Program evaluation on student and teacher feedback is included. (Author/DS)

ED 210 163 SE 035 840

Fanning, Odom

Opportunities in Environmental Careers. VGM Career Horizons Series.

Pub Date-81

Note-164p.; Not available in paper copy due to copyright restrictions. Contains photographs which may not reproduce well.

Available from-National Textbook Company, VGM Div., 8259 Niles Center Rd., Skokie, IL 60077 ($7.95 hardcover, $5.95 softcover, plus postage and handling).

Pub Type- Books (010) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Programs, College Science, *Employment Opportunities, *Employment Qualifications, Engineering, *Environment, Environmental Education, Higher Education, Land Use, Natural Resources, Program Descriptions, Recreation, *Science Careers, Science Education

Identifiers-Environmental Health

A wide variety of environmental careers, their educational requirements, places of employment, growth and future potential are examined. A discussion of the new environmental era characterized by a joining of environmental education, science, and management in an interdisciplinary, integrated, and involved approach to environmental concerns forms a background for the investigation into different careers. Representative environmental studies programs at a range of colleges and universities are described. Careers in science, environmental health, resources and recreation, and land use and human settlements are discussed. Comments indicate that scientists and engineers are most in demand but non-science specialists and generalists are in growing demand. Appendices provide resource information about citizen organizations, publications, and federal agencies. (DC)

ED 210 164 SE 035 841

Boggess, Gary W.

Integrated Science-Mathematics Education Project (ISMEP). Set of Modules.

Murray State Univ., Ky.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-81

Grant-NSF-SER-76-14851

Note-726p.; Not available in paper copy due to marginal legibility of original document.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors-Course Content, Course Descriptions, Elementary School Mathematics, *Elementary School Science, Higher Education, Inservice Teacher Education, *Mathematics Curriculum, Mathematics Education, *Preservice Teacher Education, *Science Course Improvement Projects, Science Education, *Teacher Education Curriculum

The Integrated Science-Mathematics Education Project (ISMEP) is an NSF-funded, interdisciplinary science/mathematics education program for preservice elementary school teachers which fosters an increase in scientific and mathematical literacy, improved attitudes toward science and mathematics, and enhancement of intellectual development on the part of classroom teachers and public school pupils. ISMEP courses blend scientific, mathematical, and educational components while providing classroom, laboratory, and practicum experiences relevant to elementary school programs. Although an overview of the project, organizational flow chart, checklists, brochures, and an evaluation report are included, the major portion of the document is devoted to the modules used in the program. Individual's modules contain objectives,

instructional references and materials, procedures, and assessment criteria. Sources used in the modules include activities from the Science Course Improvement Study'' and Science A Process Approach,'' and other elementary science and mathematics curriculum projects. (Author/DS)

ED 210 165 SE 035 843

Sacnar, Jane

Solution Methods on Algebra Problems with Simultaneous Equations.

Rand Corp., Santa Monica, Calif.

Report No.-Rand-P-6593

Pub Date-Jan 81

Note-23p.; Not available in paper copy due to copyright restrictions.

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, *Algebra, *Cognitive Processes, Educational Research, *Learning Theories, *Mathematics Education, *Mathematics Instruction, Postsecondary Education, *Problem Solving, Teaching Methods

Identifiers-Equations (Mathematics), *Mathematics Education Research

Problem solving approaches often find a path from the givens to the unknown or from the unknown to the givens. This study explores those approaches using written protocols of Navy subjects while solving for the numerical value of an unknown from several knowns and a system of equations. For a subset of the items, solutions require subjects to retain expressions with both literals and numerals. Successful and unsuccessful students were similar in their preference to work backward and to use literals rather than numerals and in the efficacy of their solutions. Students acquired successful solution methods during instruction and used them consistently. (Author)

ED 210 166 SE 035 844

Aichele, Douglas B. Olson, Melfried

Geometric Selections for Middle School Teachers (5-9). The Curriculum Series.

National Education Association, Washington, D.C.
Report No.-ISBN-0-8106-1720-X
Pub Date-81
Note-96p.; Not available in paper copy due to copyright restrictions.
Available from-National Education Association, 1201 Sixteenth St., N.W., Washington, DC 20036 (Stock No. 1720-X-00; no price quoted).
Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Secondary Education, *Geometric Concepts, *Geometry, Instructional Materials, Learning Activities, Mathematical Enrichment, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, *Middle Schools, Problem Solving, *Teaching Guides, Teaching Methods

This document is written for middle school teachers of grades five through nine who do not have specialized backgrounds in geometry. It is arranged in three parts. The first part provides a brief overview of the geometry curriculum of the middle school that includes the present state of affairs, a rationale for inclusion of geometry in the curriculum, the geometry that is suggested for instruction, and suggestions for teaching methods. Part two covers the following selected topics: axiomatic systems and models, distance, congruence, constructions, and transformational geometry. The material in this part is not designed for immediate use, but requires adaptation to particular classroom settings. Most sections include suggested exercises, learning activities, and selected references. The third part is an extensive bibliography of references for both readings and additional activities in geometry. (MP)

ED 210 167 SE 035 848

Stoltzfus, Lorna Chr., Ed.

Working for Clean Water, 1: Citizen Handbooks. An Information Program for Advisory Groups.

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.; Pennsylvania State Univ., Middletown. Capitol Campus.

Spons Agency-Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.

~~Pub Date 81~~

Contract-EPA-CT-900980-01

Note-111p.; For related documents, see SE 035 849-850. Contains photographs which may not reproduce well.

Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($6.00).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Advisory Committees, *Citizen Participation, Citizen Role, Community Planning, *Facility Planning, Municipalities, *Water Pollution, Water Resources

Identifiers-Construction Grants, Waste Water Treatment, *Water Quality

Presented is material from an information program designed to help citizen advisory groups and local officials improve decision-making in water quality planning. This program is aimed at helping people focus on essential issues and questions by providing materials suitable for persons with non-technical backgrounds. The following chapters are included: (1) Role of Advisory Groups; (2) Public Participation; (3) Facility Planning in the Construction Grants Program; (4) Municipal Wastewater Processes, An Overview; (5) Municipal Wastewater Processes, Detail; and (6) Small Systems. The volume contains reading material and selected references. (CO)

Stoltzfus, Lorna Chr., Ed.
Working for Clean Water, 2: Citizen Handbooks. An Information Program for Advisory Groups.
Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.; Pennsylvania State Univ., Middletown. Capitol Campus.
Spons Agency-Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.
Pub Date-81
Contract-EPA-CT-900980-01
Note-105p.; For related documents, see SE 035 848-850. Contains photographs which may not reproduce well.
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($6.00).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Advisory Committees, *Citizen Participation, Community Planning, Economics, *Facility Planning, *Water Pollution, Water Resources
Identifiers-Land Treatment, *Water Quality, *Water Treatment

Presented is material from an information program designed to help citizen advisory groups and local officials improve decision-making in water quality planning. This program is aimed at helping people focus on essential issues and questions by providing materials suitable for persons with non-technical backgrounds. The following chapters are included: (1) Innovative and Alternate Technologies; (2) Water Conservation and Reuse; (3) Land Treatment; (4) Cost-Effectiveness Analysis; (5) Environmental Assessment; and (6) Financial Management. The volume contains reading material and selected references. (CO)

ED 210 169 SE 035 850

Stoltzfus, Lorna Chr., Ed.
Working for Clean Water, 3: Citizen Handbooks. An Information Program for Advisory Groups.
Pennsylvania State Univ., Middletown. Capitol Campus.
Spons Agency-Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.
Pub Date-81
Contract-EPA-CT-900980-01
Note-92p.; For related documents, see SE 035 848-849. Contains photographs which may not reproduce well.
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($6.00).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Advisory Committees, *Citizen Participation, *Community Planning, Conservation (Environment), Economics, Industry, *Postsecondary Education, *Water Pollution, Water Resources
Identifiers-Groundwater, *Nonpoint Source Pollution, *Waste Water Treatment, Water Quality

Presented is material from an information program designed to help citizen advisory groups and local officials improve decision-making in water quality planning. The program is designed to help people focus on essential issues and questions by providing materials suitable for people with non-technical backgrounds. Chapter topics include: (1) Multiple Use; (2) Industrial Pretreatment; (3) Wastewater Facilities Operations and Management; (4) Urban Stormwater Runoff; (5) Nonpoint Source Pollution - Agriculture, Forestry, and Mining; and (6) Groundwater Contamination. The volume includes reading materials and selected references. (RH)

ED 210 170 SE 035 852

Steinbrink, John E. Jones, Robert M.

The Shared Local Resources Energy Institute Model.

Houston Univ., Tex. Clear Lake City Branch.

Pub Date-Nov 81

Note-8p.; Paper presented at the Annual Meeting of the National Council for the Social Studies National Conference on Energy Education (61st, Detroit, MI, November 22, 1981).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Support, *Conservation Education, Curriculum Development, Energy, *Energy Conservation, Environmental Education, Federal Aid, Higher Education, *Private Financial Support, *Program Descriptions, Science Education, Secondary Education, State Aid, *Teacher Education

Identifiers-*Energy Education

The formulation of the Energy Curriculum Institute by the University of Houston at Clear Lake City was based upon the idea that a new approach was needed to develop effective energy education programs. Institute staff assumed that education could no longer depend upon federal and state educational energy agencies for curricular or financial leadership for projects. A brief description of the institutes, including their funding, speakers and materials, instruction, grading system, and balanced perspective, serves as an example of a model for shared local resources which staff propose as the necessary new approach to energy programs. The model assumes that energy education programs: (1) depend upon teacher education programs (2) require increased cooperation between universities, school districts, energy companies, government agencies, environmental groups, and others; and (3) will be funded increasingly by private local sources. The groups which provided significant support for the institutes through speakers, materials, and field trips are described. (DC)

ED 210 171 SE 035 855

Young, Donald B. And Others

Water: A Vital Resource. Environmental Education Supplementary Instructional Guide. Sixth Grade Level.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.-RS-81-1095

Pub Date-Jun 81

Note-232p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Conservation Education, *Elementary School Science, Environmental Education, Grade 6, Instructional Materials, *Interdisciplinary Approach, Intermediate Grades, Learning Activities, *Science Activities, Science Education, Teaching Guides, *Water Resources

Water related activities for sixth-grade students are presented as one possible way to incorporate environmental education into the existing curriculum of Hawaii schools. Designed as an interdisciplinary approach, the activities integrate numerous thematic and subject areas to teach that fresh water is a limited but vital natural resource. Topics include water in nature, use and control, distribution, purification, issues, and alternatives and consequences. Lessons are self-explanatory, allowing for independent student work. They involve a wide range of activities including experimentation, creative writing, interviewing, oral reports, field trips, art work, map work, research, and simulations. Each of the seven sections contains a list of instructional goals, objectives with an indication of subject area taught, performance expectations, essential competencies, and section objectives as well as the activities and teacher digest of the activity. A summary chart for the sections indicate the subject areas, teaching approach, resources, and time requirements for each lesson. (DC)

ED 210 172 SE 035 857

Site and Watershed Mapping.
Institute for Environmental Education, Cleveland, Ohio.
Pub Date-77
Note-[illegible]3p.; Contains occasional marginal legibility.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Audiovisual Aids, *Environmental Education, High Schools, Instructional Materials, Maps, *Map Skills, Physical Sciences, *Science Activities, Science Education, *Secondary School Science, Topography, Water Resources
Identifiers-Compass Reading, *Topographic Maps

Presented as part of a larger unit on watershed investigations are a slideshow script and a map and compass unit intended to help high school students better visualize the relationship between a water sampling site, the entire stream, community, and watershed. The script discusses features of a topographical map, shows how to read one, and demonstrates several mapping exercises involving mapping tables, clinometers, photo maps, and topographical models. Part two elaborates on the topographical map information presented in the slideshow. Also discussed are compasses and how to use them. Several map and compass exercises are included. Appendices provide information for purchasing compasses and teaching aids. (DC)

ED 210 173 SE 035 858

Power, Colin, Ed.

Research in Science Education, Volume 10. Proceedings of the Annual Conference of the Australian Science Education Research Association (11th, State College of Victoria, Melbourne, Australia, May, 1980).

Australian Science Education Research Association.

Pub Date-May 80

Note-167p.; For volume 9, see ED 194 315

Available from-Business Manager, Education Department, Univ. of Queensland, St. Lucia, 4067, Australia (no price quoted).

Pub Type- Reports - Research (143) - Collected Works - Proceedings (021)

Document Not Available from EDRS.

Descriptors-Attitudes, *Cognitive Development, Cognitive Measurement, *Cognitive Style, Concept Formation, Educational Research, Elementary Secondary Education, Evaluation, *Personality Measures, *Science Education, Science Instruction, Science Teachers, Science Tests, *Teaching Methods, Test Construction

Identifiers-*Science Education Research

This publication contains most of the papers (19) presented at the 11th conference of the Australian Science Education Research Association. Papers are grouped into those reflecting the influence of contemporary movements in cognitive psychology; those concerned primarily with studying science teaching practices; those concerned with the relationship among student cognitive and personality measures, characteristics of schools or curriculum materials and achievement; and two additional papers, one on program evaluation and the other on the study of attitudes toward science and scientific attitudes of teachers. (PB)

ED 210 174 SE 035 861

Suydam, Marilyn N., Ed. Kasten, Margaret L., Ed.
Investigations in Mathematics Education, Volume 14, Number 4.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Pub Date-81
Note-70p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $6.00, $1.75 single copy).
Journal Cit-Investigations in Mathematics Education; v14 n4 Fall 1981
Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Abstracts, Annotated Bibliographies, Cognitive Development, Educational Research, Elementary Secondary Education, Females, Learning, Mathematics Anxiety, *Mathematics Education, *Mathematics Instruction, Student Characteristics, Teaching Methods
Identifiers-*Mathematics Education Research

Presented are abstracts and analyses of eleven research reports related to mathematics education. Five deal with aspects of learning theory, three with classroom practices, and one each on student characteristics, cognitive development, and mathematics anxiety. Research related to mathematics education which was reported in RIE and CIJE between April and June 1981 is also listed. (MP)

ED 210 175 SE 035 883

Price, Jack, Ed. Gawronski, J. D., Ed.

Changing School Mathematics: A Responsive Process.
American Association of School Administrators, Arlington, Va.;
Association for Supervision and Curriculum Development, Alexandria,
Va.; National Council of Teachers of Mathematics, Inc., Reston, Va.
Report No.-ISBN-0-87353-184-1
Pub Date-81
Note-229p.
Available from-National Council of Teachers of Mathematics, 1906
Association Dr., Reston, VA 22091 ($15.00, discounts of 20% to members
and orders of 10 or more copies).
Pub Type- Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Change, *Curriculum Design, *Curriculum Development,
*Educational Change, *Educational Planning, Elementary Secondary
Education, *Mathematics Curriculum, *Mathematics Education, Program
Development

Presented is a professional reference book on change, an aid to mathematics educators in implementing the recommendations found in the National Council of Teachers of Mathematics' (NCTM's) publication, An Agenda for Action: Recommendations for School Mathematics of the 1980's.'' The text is divided into three major parts that discuss different facets of change: the process, strategies for implementation, and how to apply this knowledge to bring about change. The introduction reviews the Agenda for Action'' as a potential agent for change in the mathematics curriculum. The chapters are grouped into the following parts: (1) Changing Schools; (2) Changing Mathematics Programs; and (3) Changing, and Being Changed By, Others. The document concludes with an Appendix that contains the entire contents of An Agenda for Action'' (ED 186 265). (MP)

ED 210 176 SE 035 886

Stanback, Bessie Alsop

Science Student Observation Instrument.

Syracuse Univ., N.Y. Dept. of Science Teaching.

Pub Date-81

Note-11p.

Available from-Science Teaching Dept., Syracuse University, 101 Heroy, Syracuse, NY 13210 ($0.80).

Pub Type- Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Classroom Communication, Classroom Desegregation, *Classroom Observation Techniques, Educational Research, *Elementary Secondary Education, *Interaction, *Junior High School Students, *Racial Differences, *Science Activities, Science Course Improvement Projects, Science Education

Identifiers-*Science Education Research

Reported is an instrument, the Science Student Observation Instrument (SSOI), designed for use in activity-centered science classes in desegregated urban junior high schools. Use of the instrument will enable the observer to compare classroom behaviors of black and white students, to determine the extent of interracial interactions, and to determine whether achievement is related to student behavior. (PB)

ED 210 177 SE 035 908

Science and Engineering Faculty With Recent Doctorates Fell to One-Fifth of Total in 1980. Science Resources Studies Highlights.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Pub Date-30 Oct 81

Note-5p.; Not available in paper copy due to marginal legibility of original document.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Faculty, *College Science, *Doctoral Degrees, Engineering Education, *Engineers, Higher Education, *National Surveys, Science Education, Science Teachers, *Scientists

Highlights of the findings of a 1980 National Science Foundation supported survey of full-time faculty in the 156 doctorate-granting institutions with the largest Federal research and development funding in the fiscal year 1977 are reported. The role of recent doctorates, faculty with tenure, research activities, and faculty turnover are discussed and summarized in one chart and three tables. (DS)

ED 210 178 SE 035 909

Flax, Rosabel And Others

Curriculum Guide for Basic Skills in Mathematics. Revised Edition.

Kansas State Dept. of Education, Topeka.

Pub Date-Mar 81

Note-117p.; Not available in paper copy due to marginal legibility of original document.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Basic Skills, Cognitive Objectives, *Educational Objectives, Educational Resources, Elementary Secondary Education, *Human Resources, Mathematical Concepts, *Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, Objectives, *State Curriculum Guides

This guide was developed to give Kansas mathematics teachers from grades K-12 minimal sequential experiences in implementing the skills, values, and concepts of the mathematics program, and to provide a basic outline for developing a local program. All teachers are encouraged to make a real effort to see that their activities fit into the overall educational picture of the students. The guidelines are developed to provide meaning and understanding of mathematics first for all students, and then practice. Problem solving is viewed to be the necessary focus of instruction in mathematics. Objectives for mathematics are detailed by grade from K-8, and in the senior high for General Mathematics, Pre-algebra, Algebra I, Geometry, Algebra II, and Trigonometry. An appendix includes a directory of resource persons with details pertinent to their potential usefulness in various situations. (MP)

ED 210 179 SE 035 910

Crowley, Michael F. And Others
Science and Engineering Employment: 1970-80. Special Report.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Report No.-NSF-81-310
Pub Date-Mar 81
Note-26p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (no price quoted).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Science, *Employment Patterns, *Employment Statistics, Engineering Education, *Engineers, Higher Education, Science Education, Science Teachers, *Scientists, Surveys

This report presents information describing labor market conditions for scientists and engineers, focusing only on those scientists and engineers who hold scientific or engineering (S/E) jobs. The scope of this report consists of an analysis of trends in the seventies, an attempt to identify in a qualitative way some of the factors that underlie these trends, and methodological details summarized in the technical notes. Employment data are summarized for major S/E fields, major employment sectors of the economy, and for scientists and engineers primarily engaged in research and development and teaching. (DS)

ED 210 180 SE 035 911

Connor, Totsye And Others

A Plan for a Mathematics Curriculum with a Focus on Problem Solving for Elementary Grades K-5.

Florida Univ., Gainesville. P. K. Yonge Lab. School.

Pub Date-81

Note-208p.; Not available in paper copy due to copyright restrictions. Contains light and broken type throughout. Best copy available.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Curriculum Design, Curriculum Development, Curriculum Guides, *Educational Change, Educational Objectives, Elementary Education, *Elementary School Mathematics, Guidelines, *Mathematics Curriculum, Mathematics Education, Mathematics Instruction, *Problem Solving

This document notes that the traditional elementary school mathematics curriculum focused on computation. Data from the National Assessment of Educational Progress and other tests in states where minimum competencies have been established are thought to indicate computation-oriented curriculum has not produced the desired results. Further, the availability of microcomputers and calculators is viewed to nullify this curriculum approach. The program described here was scheduled for implementation at the P.K. Yonge Laboratory School during 1981-82 school year. It presents a plan for a mathematics curriculum which de-emphasizes computational skills and focuses on several topics (especially problem solving) not currently emphasized. The general format of each grade level guide is a descriptive statement about each relevant curriculum strand at the given grade followed by goal statements, list of materials and activities, and a space for evaluating teaching techniques and pupil performance. (MP)

ED 210 181 SE 035 912

Noonan, Richard

Swedish Science Subjects in an International Perspective: Curriculum, Teachers and Pupils (SNILLE).

National Swedish Board of Education, Stockholm.

Pub Date-Oct 81

Note-9p.

Journal Cit-School Research Newsletter; n10 Oct 1981

Pub Type- Reports - Research (143) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Elementary School Science, Elementary Secondary Education, *Foreign Countries, International Programs, *Science Education, Scientific Attitudes, Secondary School Science, Sex Differences, *Student Attitudes, Surveys

Identifiers-*International Assn Evaluation Educ Achievement, *International Surveys

The results of the first International Association for the Evaluation of Education Achievement (IEA) survey of science subjects are summarized in this document. The purpose of this survey was to gather data from nationally represented samples of schools, teachers, and pupils from 19 countries and determine the factors accounting for variations between pupils, schools, and the various national school systems. The survey showed that the most variation between schools and pupils in terms of measured achievement and skill was attributed to factors outside the school. The rationale, aims, and Sweden's participation in a second survey are also reviewed, including the objectives and sample populations of the Swedish survey. (Author/DS)

ED 210 182 SE 035 929

Murphy, Elaine M.

World Population: Toward the Next Century.

Population Reference Bureau, Inc., Washington, D.C.

Pub Date-Nov 81

Note-21p.; Contains shaded charts and graphs and small print which may not reproduce well.

Available from-Population Reference Bureau, 1337 Connecticut Ave., N.W., Washington, DC 20036 (single copy $1.00, two or more copies $0.75).

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Developed Nations, Developing Nations, Elementary Secondary Education, *Environmental Education, Global Approach, *Interdisciplinary Approach, *Learning Activities, *Population Education, *Population Trends, *World Problems

The information and activities presented are designed to help teachers, students, and others better understand: (1) current and projected population patterns throughout the regions of the world; (2) ways in which populations change; (3) consequences of population change for individuals, families, societies, and the environment; and (4) the complexity of developing policies to deal with problems associated with population change. An essay, glossary of terms, and data sheet provide information for answering the questions and doing the activities included. Suggestions for further reading are provided. (Author/DC)

ED 210 183 SE 035 931

Hastings, Janet

Computer Supplements for Calculus I.

Pub Date-Oct 81

Note-17p.; Paper presented at the Annual Meeting of the American Mathematical Association of Two Year Colleges (New Orleans, LA, October 10, 1981).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Calculus, *College Mathematics, *Computers, Course Descriptions, Educational Change, Educational Technology, Higher Education, Mathematics Education, *Mathematics Instruction, *Problem Solving

Identifiers-*Computer Uses in Education

This report discusses how a computer was used to enhance the curriculum of a college calculus course. Problems with a calculus adjunct course in computer science are detailed, along with the nature of changes in the new program. The changes moved from student use of the computer as an automatic typewriter to use as a tool with instructional programs. Examples of ten assignments directed toward computer use are presented. The view expressed is that the results of the course changes exceeded expectations, with assignments so heavily intertwined with calculus topics that the students were gaining insights into mathematics through the activities. (MP)

ED 210 184 SE 035 932

Brinckerhoff, Richard F. Compton, Charles A.

The Exeter Conference on Secondary School Science Education (Exeter, New Hampshire, June 15-22, 1980).

Phillips Exeter Academy, Exeter, N.H.
Pub Date-Jun 80
Note-34p.
Pub Type- Reports - General (140) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Curriculum Development, *Science Education, Scientific Enterprise, Scientific Literacy, Secondary Education, *Secondary School Science, Social Problems, *Technological Advancement, Values

In June, 1980, 38 secondary school science teachers and 10 specialists met at Phillips Exeter Academy to discuss the state of science education. Conference participants agreed that a crisis in science education exists. Events appear to indicate that the public is telling science teachers that what they are offering in the name of science education is not relevant to American society today. There have been no major changes in the teaching of secondary school science since the curricular reforms of the 1960's although circumstances have changed dramatically since those times. Conferees suggested that new materials, not new courses, need to be created so that material of societal and ethical character could be infused into present science courses, replacing 10% of present course content. They also suggested that a national network of permanent Science Resource Centers (patterned on the County extension model) should be established to create and distribute teaching materials addressed to societal issues as well as for other tasks. (PB)

ED 210 18

SE 035 933

Curcio, Frances R.

The Effect of Prior Knowledge, Reading and Mathematics Achievement, and Sex on Comprehending Mathematical Relationships Expressed in Graphs. Final Report.

Saint Francis Coll., Brooklyn, N.Y. Dept. of Education.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Jun 81
Grant-NIE-G-80-0093
Note-219p.; Contains occasional marginal legibility.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Achievement, Educational Research, Elementary Secondary Education, *Grade 4, *Grade 7, *Graphs, Learning Theories, Mathematical Applications, *Mathematical Concepts, *Mathematics Education, Mathematics Instruction
Identifiers-*Graphing (Mathematics), *Mathematics Education Research

This study was designed to extend the schema-theoretic perspective of understanding general discourse to include graph comprehension. The sample included 204 fourth-grade and 185 seventh-grade pupils. Data were collected on achievement in reading and mathematics, sex, prior knowledge of topic, mathematical content, graphical form, and graph comprehension. Results indicated all independent variables, except sex, are unique predictors of graph comprehension for fourth graders. For seventh graders, unique predictors included mathematics achievement, reading achievement, and prior knowledge of content. There were no significant sex-related differences with fourth-grade pupils, but seventh-grade girls significantly out-performed boys in mathematics achievement. The results are viewed to imply that fourth graders focus their attention on a graph's surface structure, notably the topic and graphical form used. Seventh graders can scan graphs more effectively and become concerned with a graph's mathematical content. Implications for teachers are noted. (MP)

ED 210 186 SE 035 938

Braswell, James S., Comp. And Others

Mathematics Test Available in the United States and Canada.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Council of Teachers of Mathematics, Inc., Reston, Va.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Contract-400-78-0004

Note-34p.

Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($2.50).

Pub Type- Reference Materials - Directories/Catalogs (132) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Mathematics, Elementary School Mathematics, Elementary Secondary Education, Higher Education, Instructional Materials, *Mathematics Education, Mathematics Instruction, *Mathematics Materials, *Quantitative Tests, *Resource Materials, Secondary School Mathematics

Presented is a 1981 revision of a pamphlet first published by the National Council of Teachers of Mathematics (NCTM) in 1959. The primary purpose of this pamphlet is to provide a comprehensive listing of mathematics tests available that may assist educators in meeting their evaluation needs. Tests covering mathematics from primary school through the first two years of college are included. Material is subdivided in the following categories: Arithmetic; Junior High School; Batteries and General Listings, K-4; High School, General; Algebra; Geometry; Trigonometry; and College-related. Information for each test listed is given in the following order: Title; Authorship; Grade Levels and Forms; Availability of Norms; Publisher/Distributor; Reference to Additional Information; Original Date of Publication; and Date of Latest Revision. The document concludes with a Directory of Publishers/Distributors and a list of references. (MP)

ED 210 187 SE 035 940

Rising, Gerald R. And Others

Using Calculators in Mathematics 11. Student Text.

State Univ. of New York, Buffalo. Dept. of Instruction.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-80
Contract-400-78-0013
Note-309p.; For related documents, see SE 035 941-943. Contains occasional marginal legibility.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Algorithms, *Calculators, Educational Technology, Grade 11, High Schools, *Mathematical Applications, Mathematical Concepts, *Mathematics Instruction, *Problem Solving, Programing, *Secondary School Mathematics, Textbooks
Identifiers-*Programable Calculators

This student textbook is designed to incorporate programable calculators in grade 11 mathematics. The eight chapters contained in this document are: (1) Using Calculators in Mathematics; (2) Exponents and Logarithms; (3) Trigonometry of the Right Triangle; (4) Trigonometry Beyong the Right Triangle; (5) Graphs of the Trigonometric Functions and Their Inverses; (6) Solution of Oblique Triangles and Other Applications of Trigonometry; (7) The Quadratic and Other Polynomial Functions; and (8) Sequences and Series. Each chapter is further subdivided into topic sections. Each section concludes with a set of calculator-oriented exercises geared towards the material covered. (MP)

ED 210 188 SE 035 941

Rising, Gerald R. And Others
Using Calculators in Mathematics 11. Teacher Commentary.
State Univ. of New York, Buffalo. Dept. of Instruction.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-80
Contract-400-78-0013
Note-212p.; For related documents, see SE 035 940-943. Contains occasional light and broken type.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Answer Keys, *Calculators, Curriculum Development, Educational Technology, *Grade 11, Mathematical Concepts, Mathematics Education, *Mathematics Instruction, Secondary Education, *Secondary School Mathematics, Teaching Guides, Teaching Styles
Identifiers-*Programable Calculators

This teacher's guide is designed to aid in the incorporation of programable calculators in the school mathematics program for pupils in grade 11. Warnings include the need for care in modifying the curriculum so that students are not punished in the process. The concept of black boxing,'' of letting the computer or calculator take charge of education, is stated as a concern that pupils may lose conceptual understanding of computation and take for granted that these devices can carry out difficult computations easily and efficiently. However, the benefits are seen to present powerful arguments for calculator use in the instructional program. In addition to discussing the pros and cons of programable calculators, the brief introduction gives ideas on student access to calculators, rules and guidelines for calculator selection, approaches to classroom presentation and hints on calculator-caused changes in classroom dynamics. The bulk of this document consists of answers to problems from the student textbook. (MP)

ED 210 189 SE 035 942

Rising, Gerald R. And Others

Using Calculators in Mathematics 12. Student Text.

State Univ. of New York, Buffalo. Dept. of Instruction.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-80
Contract-400-78-0013
Note-391p.; For related documents, see SE 035 940-943. Contains

occasional marginal legibility.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-Algorithms, *Calculators, Educational Technology, Grade 12, High Schools, *Mathematical Applications, Mathematical Concepts, *Mathematics Instruction, *Problem Solving, Programing, *Secondary School Mathematics, Textbooks
Identifiers-*Programable Calculators

This student textbook is designed to incorporate programable calculators in grade 12 mathematics. The seven chapters contained in this document are: (1) Using Calculators in Mathematics; (2) Sequences, Series, and Limits; (3) Iteration, Mathematical Induction, and the Binomial Theorem; (4) Applications of the Fundamental Counting Principle; (5) Polynomial Functions; (6) Exponents and Logarithms; and (7) Trigonometric Functions. Each chapter is further subdivided into topic sections. Each section concludes with a set of calculator-oriented exercises geared towards the material covered. (MP)

Rising, Gerald R. And Others
Using Calculators in Mathematics 12. Teacher Commentary.
State Univ. of New York, Buffalo. Dept. of Instruction.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-80
Contract-400-78-0013
Note-198p.; For related documents, see SE 035 940-942. Contains occasional light and broken type.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Answer Keys, *Calculators, Curriculum Development, Educational Technology, *Grade 12, Mathematical Concepts, Mathematics Education, *Mathematics Instruction, Secondary Education, *Secondary School Mathematics, Teaching Guides, Teaching Styles
Identifiers-*Programable Calculators

This teacher's guide is designed to aid in the incorporation of programable calculators in the school mathematics program for pupils in grade 12. Warnings are given, including the need for care in modifying the curriculum so that students are not punished in the process. The concept of black boxing,'' of letting the computer or calculator take charge of education, is stated as a concern that pupils may lose conceptual understanding of computation and take for granted that these devices can carry out difficult computations easily and efficiently. However, the benefits are seen to present powerful arguments for calculator use in the instructional program. In addition to discussing the pros and cons of programable calculators, the brief introduction gives ideas on student access to calculators, rules and guidelines for calculator selection, approaches to classroom presentation, and hints on calculator-caused changes in classroom dynamics. The bulk of this document consists of answers to problems from the student textbook. (MP)

Usiskin, Zalman

The First-Year Algebra Via Applications Development Project. Summary of Activities and Results. Final Technical Report.

Chicago Univ., Ill. Dept. of Education.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Apr 79

Grant-NSF-SED-74-18948

Note-32p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Algebra, Course Content, Course Descriptions, *Educational Research, *Instructional Materials, Learning Theories, Mastery Learning, *Mathematical Applications, *Mathematics Curriculum, Mathematics Instruction, Pilot Projects, *Program Descriptions, Secondary Education, *Secondary School Mathematics

Identifiers-*Mathematics Education Research

The aim of this project was to develop a curriculum for first-year algebra students to provide a wide range of applications of mathematics. This type of application would permit students to understand how algebraic symbolism develops out of natural needs. A pilot draft of the materials was field-tested during the 1974-75 school year, revised, and field-tested in three schools the following year. A basic element of the curriculum which evolved from the testing and revision was the development of a skill workbook which employed principles of mastery learning. Nationwide field testing was accomplished during the 1976-77 school year. The final product is a course similar to a standard algebra course in much of the content, but with more emphasis on probability, statistics, and applications of word problems. Results of field-testing in 20 schools indicated little differences in measures of achievement between project and non-project classes. Teacher attitudes were divided, almost evenly, into two groups those who felt the course to be appropriate for first-year students, and those who felt it was too difficult or non-traditional. (Author)

ED 210 192 SE 035 952

Gabel, Dorothy L.

Facilitating Problem Solving in High School Chemistry.

Indiana Univ., Bloomington. School of Education.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-NSF-RISE-SED-79-20744
Pub Date-20 Feb 81
Note-580p.; For related document, see ED 202 671. Not available in paper copy due to marginal legibility of original document. Pages 456-462 removed due to copyright restrictions.
Pub Type- Reports - Research (143)
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
Descriptors-*Aptitude Treatment Interaction, *Chemistry, Cognitive Processes, High Schools, High School Students, *Interviews, *Problem Solving, Science Education, *Science Instruction, Scientific Concepts, Secondary School Science, *Teaching Methods
Identifiers-*Science Education Research

The major purpose of this study was to determine whether certain types of instructional strategies (factor-label method, use of analogies, use of diagrams, and proportionality) were superior to others in teaching problem solving in four topics (mole concept, gas laws, stoichiometry, and molarity). Also of major interest was whether particular strategies would be more effective for students having different verbal-visual preferences, different levels of mathematics anxiety, and varying proportional reasoning ability. The design was a posttest only control group design. Subjects were 421 high school students drawn from 10 schools which ranged from rural/small town to metropolitan settings. Among other things, it was found that students of high mathematics anxiety scored significantly lower than did students of low mathematics anxiety, and that students of high proportional reasoning ability scored higher than did students of low ability. Findings related to the aptitude by treatment interaction indicate that students with high mathematics anxiety and an absence of another aptitude (visual preference or proportional reasoning ability) profited by instructional methods that contained supportive material that was not mathematical in nature. In a series of followup interviews, it was determined, among other findings, that students who did not understand the chemistry concepts were unsuccessful in problem solving and that students who were more successful used more organizing skills and used mneumonic notation. (SH)

ED 210 193 SE 035 953

Edwards, Janine C.
Research Dissemination in Mathematics Education.
Pub Date-Nov 81

Note-13p.; Paper presented at the Mid-South Educational Research Association Meeting (Lexington, KY, November 12, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Improvement, Educational Innovation, Educational Research, Elementary Secondary Education, Mathematics Curriculum, *Mathematics Education, *Models, *Research Utilization, *Textbook Evaluation, Textbooks, *Textbook Selection
Identifiers-*Mathematics Education Research

It is noted that current methods of textbook selection are characterized by subjective judgments and faddish trends. It is felt that rarely in the process of selection are research findings that are available or principles of educational psychology seriously considered. A systematic selection process of entire series of textbooks, based on the collection and analysis of data for decision-making which has been implemented successfully, is described. The process is based on a model for applying research findings to field-based curriculum improvement. The model is seen to be a tool to intervene in the cycle of weak curriculum, weak textbooks, and weak instruction. It is felt criteria for textbook selection can be easily developed into curriculum objectives, and evaluation systems for textbooks can be used as resources for system-wide mathematics competency evaluation. The situation in which the process was developed was viewed as successful, as the model was adopted by the school district that used it to select language arts textbooks the next year. (MP)

ED 210 194 SE 035 955

Lukco, Bernard J. Disinger, John F.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education Fact Sheets. Nos. 1, 2, 3, 4, 1981.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Contract-400-78-0004

Note-11p.

Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription for four sheets $3.00; back issues and single copies $1.00).

Pub Type- Guides - Non-Classroom (055) - Reference Materials (130) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Conservation Education, Elementary Secondary Education, *Environmental Education, Higher Education, *Learning Activities, Outdoor Education, *Program Evaluation, *Resource Materials, *Simulation, *State Departments of Education

Four fact sheets discuss topics of interest to environmental educators. Number one addresses the relative lack of effective evaluation of environmental education programs. It emphasizes the need to base evaluation on identified goals and objectives and cites an accepted goal statement. Two examples of evaluation methods are given as well as suggestions for further reading. Number two discusses different kinds of simulation games, their purpose, basic components and value to environmental education. An extensive reference list is included. Fact sheet number three explains the purpose and advantages of learning activities for environmental education and describes materials prepared by Stapp and Cox; Area Cooperative Educational Services; Upper Mississippi River ECO-Center; the ERIC Clearinghouse for Science, Mathematics and Environmental Education; and others (materials listed and cited in these three fact sheets are available through ERIC). Number four presents generalizations about the characteristics, duties, and responsibilities of the officially designated contact persons for environmental education in state education agencies. Names and addresses for all fifty individuals are listed. A coordinating association for these individuals is also described. (DC)

ED 210 195 SE 035 959

Methods for the Determination of Chemical Contaminants in Drinking Water. Training Manual.

Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.

Report No.-EPA-430/1-80-006

Pub Date-Apr 80

Note-652p.; For related document, see SE 035 960.

Available from-EPA Instructional Resources Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00 plus $0.03 per page).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF03/PC27 Plus Postage.

Descriptors-*Chemical Analysis, Chemistry, Instructional Materials, *Laboratory Procedures, Metals, *Organic Chemistry, Postsecondary Education, Science Education, *Water Resources

Identifiers-*Drinking Water, Halogens

This training manual, intended for chemists and technicians with little or no experience in chemical procedures required to monitor drinking water, covers analytical methods for inorganic and organic chemical contaminants listed in the interim primary drinking water regulations. Topics include methods for heavy metals, nitrate, and organic compounds (chlorinated hydrocarbons, chlorophenoxys, and trihalomethanes). (CO)

ED 210 196

SE 035 960

Methods for the Determination of Chemical Contaminants in Drinking Water. Instructors Handbook.

Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.

Report No.-EPA-430/1-81-023

Pub Date-Jul 81

Note-197p.; For related document, see SE 035 959.

Available from-EPA Instructional Resources Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00 plus $0.03 per page).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Chemical Analysis, Chemistry, Instructional Materials, *Laboratory Procedures, *Metals, Postsecondary Education, Science Education, Teaching Guides, *Water Resources

Identifiers-*Drinking Water

This instructor's manual presents information for a training course in analytical methods for inorganic and organic chemical contaminants listed in the interim primary drinking water regulations. Topics focus on: (1) pre-course activities, including course logistics, equipment, and facilities, (2) sample agendas; (3) lesson plans for specific subjects including sampling techniques, statistics, quality control, safety, inorganic analysis, and organic analysis; (4) optional units; and (5) course assessment and evaluation information including a sample pre- and post-test with answer key. (CO)

ED 210 197 SE 035 972

Hodes, Lance Morsch, William

A Comprehensive Assessment of Science Education in the Two-Year College. Executive Summary.

Westat Research, Inc., Rockville, Md.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Jun 80

Grant-NSF-SED-78-21054

Note-22p.; For related documents, see ED 199 031-032.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Administration, College Faculty, *College Science, Community Colleges, Evaluation Methods, Policy Formation, *Science Education, *Science Instruction, *Two Year Colleges

Identifiers-*Science Education Research

Presented is an executive summary of a study to collect information needed by policymakers and educators about the status of science education in two-year colleges. Data were collected from college administrators, faculty, and students by means of questionnaires. A sample of colleges was selected from a directory of all public and nonproprietary private two-year colleges. One hundred and eighty-three institutions agreed to participate. Faculty and student samples were selected randomly from lists of course sections in each field. Findings and recommendations are summarized in the final chapter which presents an overview of the characteristics of two-year colleges and information obtained from various types of institutions. Other findings related to institutions, faculty, and students are listed by the appropriate category. (Author)

ED 210 198 SE 035 973

Romualdi, James P.

Development of an Instructional Program and Materials for a Non-Resident Graduate Program in Transportation. Final Report.

Carnegie-Mellon Univ., Pittsburgh, Pa. Transportation Research Inst.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Feb 78
Grant-NSF-GZ-2994; NSF-SED-74-12421
Note-42p.; Contains occasional light and broken type.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Credit Courses, *Educational Needs, *Graduate Study, Instructional Materials, *Professional Continuing Education, Program Development, *Program Effectiveness, Relevance (Education), Transportation
Identifiers-*Transportation Education

This report describes and analyzes the failure of an attempt to launch a series of off-campus graduate credit courses in transportation to update the skills of mid-career professionals. Based on an evaluative review of other programs and teaching methods, the following format was developed: (1) on-campus orientation and examination; (2) self-paced study modules with scheduled completion dates; and (3) scheduled telephone conferences with instructors. A questionnaire was developed to determine the continuing education needs of employees of several state transportation departments. Analysis of replies revealed several reasons for failure of the program: (1) preference for short intensive courses; (2) availability of on-campus evening courses; (3) preference by employees in remote areas for specifically job oriented materials; and (4) more interest in undergraduate than graduate offerings. Current lay-offs in the transportation work force was considered the main deterrent. (Author)

SO

ED 210 199 SO 013 466

Meeks, Philip

Interdisciplinary Analysis and Global Policy Studies.

Pub Date-Mar 81

Note-23p.; Paper presented at the Annual Meeting of the International Studies Association Convention (Philadelphia, PA, March, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Global Approach, *Interdisciplinary Approach, Policy, Research Methodology, *Research Needs, Social Problems, Social Science Research, *World Problems

This paper examines ways in which interdisciplinary and multidisciplinary analysis of global policy studies can increase understanding of complex global problems. Until recently, social science has been the discipline most often turned to for techniques and methodology to analyze social problems and behaviors. However, because social science research has of late become so specialized and so concerned with breaking down social problems into ever smaller components, it has become largely irrelevant for pragmatic solving of important social problems. Among the reasons why global policy studies are likely to give better insights than social science research into global problems are that global studies usually focus on broad and complex social problems (as opposed to the narrower problems-focus of social science research); are generally designed to integrate an understanding of social problems with concrete suggestions on how to ameliorate the problems; and are often motivated by a sense of urgency as compared to the social scientists' frequently stated objective of mental puzzle solving. An interdisciplinary or multidisciplinary analysis of global policy studies can give a better understanding of complex problems than can analysis based on a single discipline because it avoids disciplinary parochialism and jargon. At its best, interdisciplinary analysis can take a complex problem and reveal its many facets without becoming obsessed with any one of them and without overemphasizing the culture-specificity of values and problems. In sum, interdisciplinary analysis of global policy studies is a good way to combine expertise from many different disciplines in the search for integrating global values and practical problem solutions (DB)

ED 210 200 SO 013 561

Stanwyck, Douglas J. Stulac, Julie T.
Intercultural Relations in a School: A Pretheoretical Study. Final Report.
Georgia State Univ., Atlanta.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-NIE-G-78-0121
Pub Date-Jul 80
Note-74p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Blacks, *Communication Problems, *Cultural Differences, *Cultural Influences, *Educational Discrimination, Ethnic Bias, *Ethnic Discrimination, Ethnic Relations, Grade 5, Intermediate Grades, *Social Discrimination, Social Science Research

It is hypothesized that a cultural communication'' theory is more useful and veridical for explaining ethnically related educational and social inequity than are either ascriptive'' or deficit'' theories. The study site was a successfully desegregated, urban elementary school. A fifth-grade classroom was selected for the intensive observations of the project. Methods utilized include observation of the classroom and the school principal and extended interviews with the principal and classroom teacher. Interactions of students were videotaped and analyzed. A sociometric assessment was also made of the students. Results do show that an important source of educational inequity is found in the confusion resulting from cultural code differences in interethnic encounters. The results of the sociometric analyses suggest the operation of ethnic identity in primary and secondary friendship affiliations among pupils. Extensive videotape analyses of interethnic communication events among students, however, failed to expose the expected differential ethnic patterns. The study concludes with a listing of references. (Author/RM)

ED 210 201 SO 013 563

Koh, Hesung Chun, Comp. And Others
Studies of Korean and Japanese Women: An Analytical Guide.
Human Relations Area Files, Inc., New Haven, Conn.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-81
Note-1,039p.; Not available in paper copy due to small print. Some pages may not reproduce clearly in microfiche due to blurring of ink.
Pub Type- Reference Materials (130)
EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.
Descriptors-Annotated Bibliographies, *Asian Studies, *Females, Higher Education, Research Tools, *Womens Studies
Identifiers-*Japan, *Korea

This is the first English language, book-length bibliography on Korean and Japanese women. The primary aim of the guide is to facilitate a wide variety of research, either descriptive or comparative, on Asian American women. The guide was designed with on-line interactive data retrieval in mind. Work toward this goal is now underway at the National Museum of Ethnology in Japan and Korean Scientific and Technological Information Center in Korea. Five hundred and eighty references issued between 1789 and 1979 are cited. Included are books, journal articles, chapters of books, conference papers, and dissertations. The guide consists of two books. There are separate sections on Korea and Japan throughout each book. Book I contains a wide variety of indexes including subject, title, and author; an author profile index, a research design and method index, a role profile index, and a major historical time period index. Book II provides a complete profile of each document indexed in Book I including an annotation. Following the document profiles, Book II also cites English translations of Japanese fiction by women and additional references. (Author/RM)

ED 210 202 SO 013 575

Edmonds, Edward L.
Innovation and International Education.
Pub Date-Jun 81
Note-30p.; Paper presented to the Annual Conference of the Comparative and International Education Society (Halifax, Canada, June 2, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Civil Liberties, Conflict Resolution, Cooperation, Cultural Awareness, Curriculum Development, Developed Nations, Developing Nations, *Educational Innovation, *Educational Needs, *Educational Objectives, Elementary Secondary Education, Futures (of Society), *Global Approach, Higher Education, *International Education, Peace, Postsecondary Education

Objectives and realities of education for international understanding, cooperation, and peace are examined. Information is presented in six major sections. In Section I, various meanings of international education are explored. In addition, central concerns of international education are identified, including respect for human rights and fundamental freedoms, tolerance for differences of opinion, and ability to be objective and free from prejudice. Section II suggests how to cross national boundaries through an international curriculum emphasizing UNESCO's concepts of world peace and knowledge and appreciation of other cultures. Section III describes an ideal core curriculum for a university-level world studies course. The course would incorporate information from seven areas the nature of man, the ecology of human and natural species, culture, social and economic consequences of development, values, resolution of differing points of view, and peaceful relations. Section IV describes innovative programs which currently exist at different grade levels in various countries to teach students about international understanding. Also described are peace proposals made by individual researchers and research groups. Section V offers concluding remarks about the need for world peace and about the ways in which educators can work towards peaceful objectives.

Recommendations include that educators consistently stress the importance of non-violent solutions to world problems and work to help students recognize the essential equality of all peoples. The final section offers a bibliography of peace-related references. (DB)

ED 210 203 SO 013 597

Epstein, Irving Garvey, Helen

Leader's Handbook for World Education in the Classroom.

World Education Center, Berkeley, Calif.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-Jul 81
Note-75p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Curriculum Development, Elementary Secondary Education, *Global Approach, *Inservice Teacher Education, *World Affairs, World Problems
Identifiers-*World Order Studies

This handbook accompanies two inservice programs designed for elementary and secondary teachers who want to incorporate a world education thrust in their curricula. The first inservice program, Making a Commitment,'' attempts to help participants come to an agreement as to what they mean when they speak of their world education program. It identifies a focus and sets parameters. The second program, Charting a Course,'' helps educators examine four different methods for implementing world education in their school. Participants are encouraged to agree on one approach or a combination of approaches. These inservice programs have two major components. A television presentation provides input for the workshop. This handbook, the second component, gives guidance for active participation in the workshop and for planning programs. The handbook contains directions for conducting the sessions and background information for the participants. Included are suggestions for classroom activities, inservice evaluation sheets, and descriptions of curricular approaches. The appendices, which comprise half of the handbook, include a reprint of a journal article on world education, a review of selected school based global education programs, an evaluation instrument, the script of the TV program and an annotated listing of selected resources. (Author/RM)

ED 210 204 SO 013 610

Williford, Miriam, Ed. Casteel, J. Doyle, Ed.

Teaching Latin American Studies: Presentations Made at the National Seminar on the Teaching of Latin American Studies (1st).

Latin American Studies Association, Inc., Gainesville, Fla.

Spons Agency-Tinker Foundation, New York, N.Y.
Pub Date-77
Note-125p.; Not available from EDRS in paper copy due to colored ink throughout original document.
Available from-Latin American Studies Association, Sid Richardson Hall, Unit 1, University of Texas, Austin, TX 78712 ($3.00).
Pub Type- Opinion Papers (120) - Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Annotated Bibliographies, Economics, Filmographies, Higher Education, *Latin American Culture, *Latin American History, Latin American Literature, Secondary Education, Teaching Methods
Identifiers-*Latin American Studies

This publication is a collection of the presentations made at the 1977 National Seminar of the Latin American Studies Association. Each article or presentation can stand alone; together they provide a sweeping view of the complexities of Latin America and suggestions for more effective secondary and college teaching about the area. There are three sections to the publication. The first section deals with Latin American studies. Articles in this section deal with a variety of topics including Latin American economic life, the city, Cuban literature from 1608 to 1959, symbols in two Afro-Brazilian literary works (Jubiaba and Sortilegio), the historical roots of Latin America's underdevelopment, and world resources and their significance to Latin America. The second section deals with pedagogy. Articles deal with topics such as reasons for studying about Latin America, teaching, the visual history technique of teaching, using the radio to bridge the information gap about Latin America, and making films about Latin America. The third section contains bibliographies. There is an annotated listing of English language books on Latin American societies and cultures. Another listing cites books in English on the history of Mexican art. Also included is a film bibliography and an annotated list of sources for the selection of current materials on Latin America. (Author/RM)

ED 210 205 SO 013 613

The Multilateral Disarmament Process. Conference on the United Nations of the Next Decade (16th, Warwick, Bermuda, June 21-26, 1981).

Stanley Foundation, Muscatine, Iowa.
Pub Date-Jun 81
Note-68p.; For related documents, see ED 148 666-667. Photographs throughout document may not reproduce clearly from EDRS in microfiche or paper copy.
Available from-The Stanley Foundation, 420 East Third Street, Muscatine, IA 52761 (free).
Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Disarmament, International Relations, Nuclear Warfare, *Peace, World Problems
Identifiers-United Nations

This is a report of a conference held in Bermuda in 1981 to discuss a multilateral approach to disarmament. The conference was an informal, off-the-record exchange of ideas and opinions among 24 diplomats and scholars from 18 countries and two international agencies. Participants considered current disarmament concepts, assessed UN disarmament mechanisms and procedures, and explored new approaches to this issue. Significant highlights of the report include the following recommendations. A summit meeting between the heads of state of the United States and the Soviet Union should be organized as soon as possible, before the end of 1981. Discussions should include a wide range of political issues but principal focus should be on reaching general agreement on the framework of strategic arms limitation and reduction. An international group of experts should be created to determine whether parity in force levels between the Soviet Union and the United States exists. Nations should make stronger commitment to regional arms limitation and disarmament efforts. Existing multilateral disarmament machinery, both deliberative and negotiating mechanisms, needs to be streamlined and better coordinated. Greatly increased educational and public information efforts should be undertaken to build a more effective constituency for arms limitation and disarmament. Independent initiatives and temporary confidence building measures should be undertaken by nations to stimulate disarmament progress. (Author/RM)

ED 210 206 SO 013 659

Thomas, Ruth Roberts, Susan

New Mexico Courts: Information and Ideas for Teaching.

New Mexico Council for the Social Studies, Albuquerque.; New Mexico Law Related Education Project, Albuquerque.; New Mexico State Dept. of Education, Santa Fe.

Spons Agency-Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date-80

Note-90p.; For a related document, see SO 013 660. Some pages containing reprinted material may not reproduce clearly from EDRS in microfiche or paper copy due to fading ink.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Court Role, *Courts, Criminal Law, Glossaries, Intermediate Grades, Junior High Schools, Learning Activities, *Legal Education, Resource Materials, Social Studies, State Courts, Teaching Guides, United States Government (Course), United States History

Identifiers-Mock Trials, *New Mexico, Plea Bargaining

This handbook provides background information and classroom activities that teachers can use to help students in grades 6-8 understand the New Mexico court system. Although intended for use in New Mexico, a great deal of the information provided can be used by teachers in other states. The information and activities can be incorporated into curricular areas such as civics, U.S. history, government, and social studies. A variety of resources are included. The handbook opens with narrative explanations of New Mexico's judicial history, the court system, and civil and criminal procedure. Tips for using lawyers and law related resource people in the classroom are then presented. So that students can learn the fundamentals of trial procedure before being introduced to all the elements of attorney questioning techniques, a scripted mock trial is included. Students can read it like a play. Four cases of relevance to young children are presented in pro-se court simulations. Simplified rules of evidence are discussed. A criminal law mock trial and a family law mock trial are provided. To help students learn about plea bargaining and practice representing their own point of view, a plea bargaining simulation is presented. An appellate court role play and a simulation dealing with juvenile hall are included. The handbook concludes with a glossary of legal terms. (Author/RM)

ED 210 207 SO 013 660

Smith, Melinda R., Ed.

Teacher Resource Manual for Civics.

New Mexico Law Related Education Project, Albuquerque.; New Mexico State Dept. of Education, Santa Fe.
Spons Agency-Department of Education, Washington, D.C.; Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
Pub Date-Oct 81
Note-191p.; For a related document, see SO 013 659.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Civics, Consumer Economics, *Consumer Education, Criminal Law, Grade 9, Laws, Learning Activities, *Legal Education, Money Management, Secondary Education, Student Rights, Teaching Guides, *United States Government (Course)

The learning activities in this resource manual supplement three commonly taught units in the secondary civics curriculum: law, government, and consumer economics. The activities were chosen to meet objectives of the New Mexico Basic Skills Plan. Although geared toward ninth-grade-level students, the activities can generally be adapted for students at different skill levels. The activities are organized into three major sections: 1) law including criminal law, juvenile law, individual rights law, students' rights and responsibilities, and court system; 2) government, its structure, and political process; and 3) consumer economics including consumer awareness, consumer redress, and money. Each self-contained activity has a cover page which describes the activity, suggestions for where to use it in the curriculum, and explanations of the procedures for using it. A variety of teaching strategies are utilized brainstorming, opinion polls/surveys, role-play situations, simulations, case studies, mock trials, and field trips. (Author/RM)

ED 210 208 SO 013 661

Rybalko, L. Soloviev, E.

Educational Development and Forecasting in Socialist Societies.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.
Report No.-UNESCO-ED-81-WS-15
Pub Date-80
Note-36p.; For related documents, see SO 013 662-665.
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Comparative Education, Correspondence Study, *Educational Development, Educational Planning, *Educational Trends, Elementary Secondary Education, *Futures (of Society), Higher Education, Interdisciplinary Approach, Research, *Socialism, Technical Education

Major trends and factors are discussed which are likely to influence the development of education in socialist countries over the next 20 years. There are three major sections to the paper: basic features of educational development; trends in educational development; and some aspects of educational forecasting and prospective planning. The educational system in socialist countries is designed to shape socialist personalities who employ their talents and capabilities for the benefit of the socialist society and who are distinguished by their willingness to work and by their collective spirit. Special characteristics of education in socialist countries include mass education, more training for the world of work, and more links between higher education and research. Trends in these countries include setting up evening and correspondence courses, the development of people's universities, curriculum revision, utilization of an interdisciplinary approach, and making available alternative or elective subjects. Educational forecasting and planning are very important in socialist countries because of the prime role they play in the optimal perspective plan for economic development. The widespread use and practical testing of various new methods in mathematics, systems analysis, and computer software have made it possible to formulate the general aims and concrete tasks confronting present day educational planning. (Author/RM)

ED 210 209 SO 013 662

Carlo, Rosemary Di

Reflection on the Future Development of Education: A Selective and Annotated Bibliography, Part II.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.

Report No.-UNESCO-ED-80-WS-142

Pub Date-80

Note-78p.; For a listing of related documents, see SO 013 661.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Annotated Bibliographies, *Comparative Education, Culture, Demography, *Educational Development, Employment, *Foreign Countries, *Futures (of Society), International Programs, Learning Processes, Science Education, Social Change, Technology

This annotated bibliography, Part II in a series, cites current literature concerning the future of education or the many factors affecting educational development in member states of Unesco. Part I of the series was issued in June of 1979 and focuses on the core literature concerned specifically with the future of education, as well as literature in the closely related field of educational development. The present complementary volume constitutes Part II of the bibliography and covers three further broad categories of literature dealing with: 1) education and the individual; 2) education and society; and 3) international cooperation in education. Books, reports, journal articles, legislation, and government publications published since 1972 are cited. While every effort was made to include titles published in all parts of the world, the majority of the titles listed were published in North America. Topics dealt with include: the learning process; learning needs; individual demand; education for development; education for social change; implications of social change for education; effects of demographic changes on education; the democratization of education; education in relation to culture, employment and science and technology; focus of international cooperation, and evaluation of past and current performance in international cooperation. (Author/RM)

ED 210 210 SO 013 663

Menyalenko, L. G.

Major Quantitative Developments in the Field of Education in the East-European Socialist Countries in the 1970's.

United Nations Educational, Scientific and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.

Report No.-UNESCO-ED-81-WS-47

Pub Date-81

Note-33p.; For a listing of related documents, see SO 013 661. Some pages may not reproduce clearly from EDRS in microfiche due to light and broken print type of original document.

Pub Type- Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Communism, *Comparative Education, *Educational Development, Educational Finance, Educational Planning, Educational Policy, Educational Practices, Educational Trends, Elementary Secondary Education, Foreign Countries, Futures (of Society), Higher Education, Preschool Education, *Socialism, Technical Education

Identifiers-*Europe (East), USSR (Russia)

This paper examines educational development in East-European socialist countries in the 1970's. The main emphasis is on Russia. The paper is organized topically. Topics discussed include: educational policies and plans; general principles of educational development; indicators of the levels of educational attainments; population dynamics; preschool education; primary and secondary education; vocational training; and new trends in financing. On the whole, the analyses of the development of education in these socialist countries demonstrate a wide diversity of patterns of educational policies, structures, contents, and methods. Often it appeared impossible to identify trends which would be characteristic for all the countries. In some cases the developments were going in opposite directions. Therefore, the paper includes analytical information for the entire group of countries and, where possible, by separate countries. In general, long term educational plans in socialist countries have several main objectives. The first is to help youth acquire solid scientific and technological knowledge and instill in them a deep ideological conviction. The second objective refers to the further development and improvement of the existing and the building of the new structure of the educational system. The third objective is the socioeconomic efficiency of education. (Author/RM)

ED 210 211 SO 013 664

Meeting of the International Panel: Working Document and Final Report (Paris, November 17-21, 1980).

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.

Report No.-UNESCO-ED-81-WS-28

Pub Date-81

Note-72p.; For a listing of related documents, see SO 013 661.

Pub Type- Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Comparative Education, Developed Nations, Developing Nations, *Educational Development, Educational Practices, Educational Trends, Elementary Secondary Education, *Futures (of Society), Higher Education

This paper consists of the working document and the final report of an international panel which met in Paris in 1980 to discuss the future development of education in Unesco countries. There are four major sections to the working document which comprises the bulk of the paper. The topic of the first section is significant trends in the recent evolution of education. Many topics are discussed including pupil enrollments in developed and developing countries, educational personnel; illiteracy; educational administration, structure, and content; financing; and educational policy. The second section deals with current issues in education. Discussed are democratization; access to education; educational achievement and opportunity; relevance; education in relation to science and technology; education and culture; the interaction of education and the mass media; education and social development; and efficiency. Examined in the third section are factors affecting the development of education such as demography; the economy; science and technology; environmental factors; social and cultural factors; political factors; and international relations. Orientations for reflecting on the future of education are presented in the fourth section of the working paper. The final report which concludes the paper summarizes the topics discussed in the meeting. (Author/RM)

ED 210 212 SO 013 665

Scott, F. P.

Education in Barbados: Development Policies Problems and Prospects.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.

Report No.-UNESCO-ED-80-WS-119

Pub Date-80

Note-38p.; For related docuemnts, see SO 013 661-664.

Pub Type- Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Comparative Education, *Educational Development, Educational Planning, Educational Policy, *Educational Practices, Elementary Secondary Education, Foreign Countries, Futures (of Society), Higher Education

Identifiers-*Barbados

This report is the product of a study of educational development policy in Barbados from independence in 1966 to 1979. Data for the study came from a number of sources such as documentary materials, interviews with selected individuals in key positions in education in Barbados, literature on educational planning, policy and development, and files drawn from the Ministry of Education and Hansard. The approach used in the paper is essentially descriptive and inductive describing what is being done and drawing conclusions from visible efforts. The report begins with a socioeconomic profile of Barbados. Demography, the labor force and employment, and the economy are discussed. The next section of the report presents an educational profile. Discussed are the educational structure of Barbados, enrollment, teachers, educational expenditures, and legislation. The third section examines educational policies aims and objectives; the promotion of nationalism in a democratic country; cooperation and consolidation of the family group; wider and more effective participation; flexibility of the system; relevancy of education; training citizens to be efficient; and the efficiency of the system. The report concludes by examining emerging issues and the future of education in Barbados. Emerging issues or problems include legislation, secondary allocation, system coordination, policy articulation and implementation, and education statistics and research. (Author/RM)

ED 210 213 SO 013 674

US/USSR Textbook Study Project, Interim Report.

American Association for the Advancement of Slavic Studies, Washington, D.C.; Association of American Publishers, New York, N.Y.; Council of Chief State School Officers, Washington, D.C.; Ministry of Education, Moscow (USSR).; National Council for the Social Studies, Washington, D.C.

Spons Agency-Ford Foundation, New York, N.Y.; International Communication Agency, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.; William and Mary Greve Foundation, Inc., New York, N.Y.

Pub Date-Jun 81

Note-213p.; Appendix B entitled Program for the Conference of American and Soviet Participants in the Textbook Study, Moscow, June, 1979 may not reproduce clearly from EDRS in microfiche or paper copy due to small and fading print type of original document.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Comparative Analysis, Comparative Education, Foreign Countries, *Geography Instruction, *History Textbooks, Secondary Education, *Social Studies, *Textbook Content, *Textbook Evaluation, Textbook Preparation, Textbook Research

Identifiers-United States, USSR

This interim report, intended to help textbook authors and publishers, describes the results of a project in which American schools critiqued Soviet textbooks and Soviet scholars critiqued American textbooks. Secondary level history and geography texts were the focus of the study. There are five chapters to the report: Background to the Study; American Criticisms of Soviet Textbooks; Soviet Criticisms of American Textbooks; Recommendations for the Revision of American and Soviet Textbooks; and Conclusions and Recommendations. The report's conclusions state that there are a few ways in which books in the two nations can be judged similarly deficient. Both American and Soviet textbooks tend to: glorify the accomplishments of their own nation and to denigrate the contributions of others; feature the least attractive aspects of life in the other nation; emphasize political affairs and devote scant attention to social and cultural life in the other country; and to be written from a Cold War perspective. Recommendations made include the following. When treating a topic involving a dispute between the United States and the USSR, authors should include information about how the issue is interpreted in the other country. Authors should strive to use the most accurate up-to-date information. When discusssing disputes that have arisen over violations of treaties and other agreements, textbook authors should provide the texts of the relevant portions of agreements in the texts so that students can judge for themselves the extent of violations that have occurred. Emotional and pejorative language should be avoided. Respect for the national traditions and customs of the other country should be encouraged. (Author/RM)

ED 210 214 SO 013 691

Churchill, Stacy Omari, Issa

Evaluation of the Unesco Associated Schools Project in Education for International Co-operation and Peace.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-Mar 81

Note-120p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Comparative Education, Cross Cultural Studies, *Educational Assessment, Educational Objectives, Educational Practices, Elementary Secondary Education, Evaluation Criteria, *Global Approach, *International Education, International Organizations, *Peace, Questionnaires, Surveys, Teacher Education

Identifiers-*UNESCO Associated Schools Project in Education

In accordance with a mandate from Unesco's 1978 General Conference, an evaluation methodology and instruments were devised to assess the Unesco Associated School's success in encouraging international peace and human rights. The background of this assessment project and a report of evaluation activities are presented in this document. The Associated Schools Project originated in inititatives taken by Unesco in 1953 to help selected schools in Unesco member nations carry out special projects of education for living in a world community. By 1980, the project encompassed more than 1,400 participating institutions in 74 member states. Information is presented in three major sections. Section I describes the evaluation design. During the period June-July 1979, project consultants designed two questionnaires one to be completed by coordinators of the project at national levels and the other to be filled out by faculty and administration at selected Associated Schools. Questions focused on relevancy and worth of project objectives in light of evolving needs, student learning and attitudes, teacher skills and development, community relationships around the schools, impact on official policy and curriculum, and developing better information flows between Unesco and the country concerned. Section II describes the administration of questionnaires in seven Unesco member nations: Mauritania, Argentina, Colombia, Philippines, Japan, Poland, and the Federal Republic of Germany. Section III offers conclusions and recommendations, including that the Associated Schools Project should be continued, subject to periodic re-evaluation; greater emphasis should be placed upon regional exchanges and cooperation; teaching content should be renewed periodically in accordance with global developments; and that the schools should increase their emphasis on promotion of understanding between groups within countries and between countries. Copies of the questionnaires are included. (DB)

ED 210 215 SO 013 706

Willis, Cecil L.

Sexual Equality, Female Labor Force Participation and Female Crime: Testing Some Common Assumptions.

Pub Date-Aug 81

Note-27p.; Paper presented at the Annual Meeting of the American Sociological Association (Toronto, Ontario, Canada, August 24-28, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Crime, Equal Opportunities (Jobs), *Females, *Feminism, Income, Labor Force, Males, Research, *Sex Differences, Urbanization

This study measures the impact of sexual equality on the differences between male and female involvement in crime. The units of analysis were all 100 counties in North Carolina. Data for the dependent variable, male-female involvement in crime, were obtained from the North Carolina Police Information Network. The 1970 U.S. Census was the source of data on the control variables which consisted of population density, degree of urbanization, percent unemployed, percent nonwhite, percent of the population female, and female age structure. Analysis of the data indicates that sexual equality does not significantly reduce the male-female gap in criminal behavior. Female labor force participation, urbanization, and income level are more important factors. The counties with the lowest male-female crime differentiation are characterized by high female force participation, low urbanization, and a high income level. (Author/RM)

ED 210 216 SO 013 710

Maine, Deborah
Family Planning: Its Impact on the Health of Women and Children.
Columbia Univ., New York, N.Y. Center for Population and Family Health.

Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.
Pub Date-81
Grant-AID-DSPE-CA-0043
Note-57p.; Photographs and some charts may not reproduce clearly from EDRS in paper copy or microfiche.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Charts, Child Neglect, *Children, Developed Nations, Developing Nations, *Family (Sociological Unit), Family Characteristics, *Family Planning, *Females, Futures (of Society), *Health, Infant Mortality, Infants, Pregnancy, Quality of Life, Tables (Data)

This document explores risks to the health and lives of women and children that can be avoided or reduced by family planning. Emphasis throughout is on case studies and statistics from developing nations. Data are presented in expository and chart form. Information is presented in four chapters. Chapter I, Child Health and Family Planning, identifies factors which influence a child's chances of being born healthy, including number of children in a family, spacing between birthdates of children, and age of mother when each child is born. Chapter II, Women's Health and Family Planning, focuses on complications of pregnancy and childbirth among women in developing countries. Problems include the predilection of women to resort to dangerous illegal abortions when effective means of contraception are unavailable; death due to preganancy (40-180 women in most developing nations died for every 100,000 children born in the mid-1970's); and ill health due to too many pregnancies. Chapter III, Family Planning in Developing Countries, discusses various methods of contraception and pinpoints areas of unmet need for family planning services. Specific problems include widespread use of inefficient methods of contraception, difficult access to contraceptive supplies, lack of information, and expense of traveling to a family planning site. The final chapter offers conclusions. A major conclusion is that family planning makes a substantial contribution to maternal health by making it possible for women to avoid high-risk pregnancies. The suggestion is offered that international organizations and governments of developed nations cooperate with health ministries in developing nations to develop family planning programs to meet each nation's needs. (DB)

ED 210 217 SO 013 713

Watters, Pat, Ed.

1980 Commission on the Future of the South: Final Report.

Southern Growth Policies Board, Research Triangle Park, N.C.

Pub Date-81

Note-69p.; Photographs and some pages may not reproduce clearly from EDRS in microfiche due to colored print on a dark background throughout original document.

Available from-Southern Growth Policies Board, PO box 12293, Research Triangle Park, NC 27709 ($4.50, 20-49 copies 10% discount, 50-99 copies 15% discount).

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Children, Economic Opportunities, Economics, Elementary Secondary Education, Energy, Energy Conservation, *Futures (of Society), *Opportunities, *Population Growth, Urban Planning, Urban Problems

Identifiers-*United States (South)

This report contains a statement of regional objectives with respect to growth problems and opportunities in the South. The report was prepared by the 1980 Commission on the Future of the South which was appointed by the Southern Growth Policies Board, a public, interstate agency governed and supported by the state and local governments of the Southern United States and Puerto Rico. For each topic discussed there is a background paper followed by a listing of recommendations. Topics focus on the children, cities, and energy of the South. Recommendations include the following. Public and private investments which develop jobs in high poverty areas and target minority groups, single parents, and other chronically under employed groups should be supported as a first order priority rather than depending solely on trickle down economic policies. To assist the Southern region in attracting and retaining financial capital, state banking laws should be amended to permit, under adequate supervision, state wide branching of all financial institutions. City officials need to develop closer working relationships with state officials, especially the Governor, in order to improve their ability to provide urban services and to acquire the tools needed for this task from their state legislatures. The constraints on the use of natural gas should be removed. The non-excessive number of regulatory constraints on the mining and burning of coal should be decreased. (Author/RM)

ED 210 218 SO 013 719

Walstad, William B. Soper, John C.
Measuring Economic Attitudes in High School.
Pub Date-Nov 81
Note-22p.; Paper presented at the Annual Meeting of the (CUFA) session of the National Council for the Social Studies (Detroit, MI, November, 1981).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affective Measures, *Attitude Measures, *Economics, *Economics Education, Educational Assessment, High Schools, High School Students, Knowledge Level, School Surveys, Social Studies, *Student Attitudes
Identifiers-*Survey on Economic Attitudes

This paper discusses a survey undertaken to assess the attitudes of over 2,000 high school students towards economic issues and economics courses. The premise of the survey was that more studies evaluating economics instruction at the high school level overemphasize achievement and knowledge outcomes and fail to measure attitude outcomes. The instrument devised to measure economics-related student attitudes was the Survey on Economic Attitudes (SEA). The paper is divided into three major sections. In Section I, information is presented on development of the SEA measurement instrument. Topics discussed include problems of devising measurement instruments for high school students, steps taken to insure that the measurement instrument would possess content validity, and selection of the 14 final items for the attitude measure with regard to nine broad topics government regulation, taxation, welfare, inflation, unemployment, incentives, power-concentration, foreign trade, and economic growth. Section II focuses on several validity and reliability studies which were based on the SEA and conducted during 1979. The final section discusses advantages of the SEA instrument. Advantages include that it can be administered conveniently in whole or in part within a 10 to 15 minute time frame, can be easily read and understood by high school students, and is valid for economic attitude sophistication as well as attitudes towards economics as a subject. The document concludes with an appendix containing an outline of the instrument development process and a copy of the measurement instrument. (DB)

ED 210 219 SO 013 721

Conover, Pamela Johnston And Others

'Pro-Family vs. Pro-Women': Elite-Mass Linkages on Family Issues.

Pub Date-Sep 81

Note-52p.; Paper presented at the Annual Meeting of the American Political Science Association (New York, NY, September 3-6, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Abortions, Activism, Attitude Measures, Family (Sociological Unit), *Family Role, Females, *Feminism, *Politics, Public Opinion, Social Science Research, Tables (Data), *Voting

Identifiers-Equal Rights Amendment

This paper explores single-issue politics by examining voting patterns on abortion and Equal Rights Amendment (E.R.A.) issues. The concept of single-issue politics refers to any issue which generates a significant amount of single-minded voting and/or political behavior. Major objectives of the study were to consider factors which were likely to influence behavior towards single-issues and to test some ideas about single-issue politics on two controversial issues abortion and the E.R.A. The authors employed two major methods. First, they reviewed literature on voting and single-issue politics. Second, they carried out a survey of attitudes toward single-issue politics based on mass data (a telephone survey of 1,228 randomly selected Minnesota residents) and political activist data (a questionnaire administered to participants at the White House Conference on Families, 1980). From the general overview of political literature, the authors present a number of findings, including that existing treatments of single-issue politics tend to ignore the general dynamics underlying such issues in favor of more narrow focus on a particular issue and that, in order for a policy question to be labeled a single issue, a number of people must respond to it in a single-minded fashion. From their surveys of Minnesota residents and participants at the White House Conference on Families, the authors present additional findings. Among these findings are that there is a higher rate of single-issue voting at the activist level than at the mass level and that people with extremely favorable or extremely negative opinions on abortion and the E.R.A. tend to single-issue vote more than do moderates. It is concluded that some activists are keeping the battle over abortion and the E.R.A. intense by cuing the masses into a pattern of single-issue voting. Tables of data are presented in the appendix. (DB)

ED 210 220 SO 013 727

Aldrich, Brian C.
Doing Sociology with Video Tape.
Pub Date-Aug 79
Note-25p.; Paper presented at the Annual Meeting of the American Sociological Association (Boston, MA, August, 1979).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Environment, Environmental Research, Higher Education, *Production Techniques, Social Behavior, Social Science Research, *Sociology, *Videotape Recordings
Identifiers-Habermas (Jurgen), Hermeneutics

This paper describes the production of a videotape which shows how visual sociology can be used to explicate the varying images which are associated with different status groups and which create conflict about the environment. The videotape, Alternative Images of the Mississippi, Images I, shows in a systematic sociological fashion, the range of images of the physical environment which are held by environmentalists active in the Hiawatha Valley portion of the Upper Mississippi River Basin below the Minneapolis-St. Paul Metropolitan Area. It was the intention of the project to show those images in such a way that they would be recognized as important scientific statements in the debates, contests, and litigation over the environmental quality in the Hiawatha Valley. The paper describes the interviewing, editing, and production processes used. Previous research on environmental issues was utilized to prepare for the interviewing. Also presented in the paper is a rationale for the use of visual sociology in the form of videotaping. The rational draws upon Habermas' categories of scientific interest. Of the three described, the empirical-analytic,'' the hermeneutical,'' and the critical,'' it is the second of these, the hermeneutical'' which lends itself to visual sociology in general and videotaping in particular. Hermeneutical science studies the values, assumptions, and images of groups and provides a systematic analysis of where various groups are coming from. (Author/RM)

ED 210 221 SO 013 728

Agne, Russell M., Ed.

Reasoning in Science and Social Science. A Service for Vermont Schools and Teachers.

Vermont State Dept. of Education, Montpelier.; Vermont Univ., Burlington. Coll. of Education & Social Services.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Nov 80
Grant-SER-8009076
Note-96p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Abstract Reasoning, Intermediate Grades, Junior High Schools, Learning Activities, Models, *Science Education, *Skill Development, *Social Studies

Science and social studies teachers can use these sample learning activities to teach reasoning skills in grades 5-9. The publication was developed by a group which provides information and assistance to Vermont educators of science and social studies in the fifth through the ninth grades with a focus on the teaching and learning of reasoning skills. Sample reasoning lessons were drawn from the most popular 5th through 9th grade science and social studies texts, along with some innovative lessons from non-text sources. The first part of the publication contains 40 science learning activities; the second part contains 32 social studies activities. The kind of information provided for each activity includes the following: grade level, reasoning competency, type of activity, source (e.g. textbook and publisher), materials needed, teacher directions, mastery criteria, and, in some cases, comments. The types of activities are many and varied. In the science activities students classify animals according to a key, develop a classification system based on external features, separate petroleum products into groups according to physical properties, and build a storage cell. Social studies activities involve students in constructing graphs, reading selections to find specific information, grouping historical people, classifying words, reading a selection and then putting statements in proper order, and brainstorming and analyzing. (Author/RM)

ED 210 222 SO 013 729

Weil, Jonathan S. And Others

Independence? A Teaching Unit on Vermont in the World Economy.

Vermont State Dept. of Education, Montpelier.; Vermont Univ., Burlington. Center for World Education.

Spons Agency-Associated Industries of Vermont, Montpelier.; Vermont Bankers' Association, Montpelier.

Pub Date-80

Note-37p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cultural Awareness, Economic Development, Economic Factors, *Economics Education, Futures (of Society), *Global Approach, Learning Activities, Secondary Education, Social Studies, *State History, Teaching Methods, Units of Study

Identifiers-*Vermont

This unit is intended to help Vermont high school students in social studies classes understand ways in which northern New England individuals and groups relate to global social and economic change. Although activities are based on common New England scenes and experiences, they can be easily adapted by classroom teachers to reflect life in other regions. Activities are organized around 10 topics economic links of Vermont to the rest of the world, origin of material objects found commonly in Vermont households, Vermont's role in world trade, internationally-owned companies in Vermont, foreign companies and the U.S. market, the extent of world-wide events on students in Vermont, freedom of trade, and basic economic concepts. Among the many activities suggested for each topic are discussing topics in class and in small groups, keeping international consumer diaries, listing material goods made in Vermont and/or elsewhere, reading assigned passages, writing research reports, collecting objects from home and explaining how they link Vermonters to places outside their community and nation, interviewing community business people regarding exports and imports, and participating in various map and globe projects which relate Vermont to the rest of the world. For each activity, information is presented on objectives, materials needed, and procedures. Also included where necessary are background information, tablular data, reading selections, and student handouts. (DB)

ED 210 223 SO 013 738

Jelinek, Gilbert Schoenike, Paul
8th Grade Canadian Trip.
Pub Date-Nov 81
Note-26p.; Report prepared by Monroe Junior High School Teachers.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Objectives, Experiential Learning, *Field Trips, *Geography Instruction, Grade 8, Junior High Schools, Learning Activities, Map Skills, Secondary Education, *Social Studies, Units of Study
Identifiers-Canada

Ideas are offered for helping eighth-grade students incorporate an at-home field trip to Canada into a social studies unit. The teachers who developed the unit state that students can complete the 21-day imaginary trip in five hours of classroom time when appropriate materials are available and the classroom environment is conducive to working on the trip. All pertinent notes and figures are to be written out on worksheets included in the document. The overall objective of the unit is to challenge students' imagination in planning an excursion into another culture. More specific objectives include improving student map and globe skills, encouraging students to generalize about travel and international trade as a result of planning their trips to Canada, exposing students to small group work, and teaching students how to select appropriate activities and lodging in Canada from government and travel agency brochures. A wide variety of activities is suggested on the daily lesson plan outline. Among the 13 activities are studying road maps, selecting sights to visit, plotting routes and mileage, estimating costs, budgeting funds available for the trip, and discussing ways of coping with unexpected emergencies such as flat tires. For each activity, information is presented on objectives, instructional events, materials and activities, and the role of teacher and learner. Feedback from students who have participated in the imaginary field trip unit indicates that the majority of students thoroughly enjoyed the activities and learned a great deal about planning a real trip. (DB)

ED 210 224 SO 013 739

Nielsen, Lynn Ethan

Readability of Rewritten and Original Primary Source Materials in the Elementary Classroom.

Pub Date-Oct 81

Note-9p.; Paper presented at the Annual Meeting of the Plains Regional Conference of the International Reading Association (9th, Des Moines, IA, October 22-24, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Research, Grade 5, Grade 6, History Instruction, Intermediate Grades, Pretests Posttests, *Primary Sources, *Readability, *Social Studies

Reading problems related to use of primary source materials in the upper elementary grades are investigated. A major focus was the appropriateness of original versus rewritten versions of primary source materials with respect to readability. The sample consisted of 209 fifth and sixth grade students and seven elementary school classroom teachers in Iowa public schools. The study was designed to include a pretest to measure the students' ability to comprehend original and rewritten (i.e. edited and/or clarified) primary source reading selections on Iowa history, a series of Iowa history lessons involving primary source materials, and a posttest to again measure the students' ability to comprehend primary source reading selections. All students were exposed to some original and some rewritten primary source material on either the pre- or posttests and all students were exposed only to original primary source material during the history lessons. Findings from analysis of pretest scores indicated that students who were exposed only to original versions of primary source materials scored significantly lower than students using rewritten versions of the same primary sources. Findings from analysis of posttest scores indicated that there were no significant differences on students' abilities to read original and rewritten primary source materials. The conclusion is that students became more able to comprehend original primary sources when they were given opportunities to work with these materials. One implication is that classroom teachers should generally use the original versions of primary source materials because, in so doing, they will provide students with the flavor of another time period which may not be accurately communicated by the rewritten version. (DB)

ED 210 225 SO 013 740

Urso, Ida

Teacher's Resource Manual on Worldmindedness: An Annotated Bibliography of Curriculum Materials, Kindergarten through Grade Twelve. Occasional Paper No. 8.

California Univ., Los Angeles. Graduate School of Education
Pub Date-81
Note-136p.
Available from-Curriculum Inquiry Center, Graduate School of Education, 334 Moore Hall, University of California, Los Angeles, CA 90024 ($5.00).
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Annotated Bibliographies, Conflict Resolution, Cultural Awareness, Elementary Secondary Education, Futures (of Society), *Global Approach, *Instructional Materials, International Relations, Natural Resources, Peace, *Resource Materials, Social Studies, Values

This bibliography lists resource and instructional materials for use by classroom teachers as they design and implement educational programs on worldmindedness. Worldmindedness is characterized as differing from international and/or multicultural education in that it includes a value orientation in addition to knowledge about and interest in international relations. Worldminded individuals are defined as those who are positively disposed to people with other cultural beliefs, perceive commonality in basic needs of all peoples, and develop their individual potential for the benefit of others as well as self. Bibliographic entries are presented in five categories: (1) Farther Reaches of Human Nature, including spiritual dimension, and holistic education; (2) Global Education and Futuristics, including world order, and the United Nations; (3) Interdependence and Global Problems, including development, energy, environment, and food; (4) Peace, including aggression, disarmament, nonviolence, and social justice; and (5) General and Miscellaneous, including cultural awareness for young children, institutional violence, ethnocentrism, and contributions of women throughout history. Entries include books, audiovisual materials, edited volumes, maps, teacher's guides, pamphlets, monographs, games, and religious tracts. For each entry, information is presented on appropriate grade level, title, author, publisher or developer, pagination or size, availability, price, and annotation. Most of the entries were published/produced in the United States between 1975 and 1980. The document concludes with an appendix containing a guide to periodical literature, a listing of resource centers, and opportunities for active student participation. (DB)

ED 210 226 SO 013 741

Music 1971-79: Results From the Second National Music Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Center for Educational Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Report No.-ISBN-0-89398-189-3; NAEP-10-MU-01
Pub Date-Nov 81
Contract-OEC-0-74-0506
Grant-NIE-G-80-0003
Note-85p.
Available from-National Assessment of Educational Progress, 1860 Lincoln Street, Suite 700, Denver, CO 80295 ($7.00).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Cognitive Ability, *Educational Assessment, Elementary Secondary Education, *Music, Music Education, National Surveys, *Student Attitudes
Identifiers-*National Assessment of Educational Progress, Second Music Assessment (1979)

The report presents data from two national assessments 1971-72 and 1978-79 of the attitudes, knowledge, and understandings of American students about music. In each assessment, 9-, 13-, and 17-year-olds were administered exercises designed to measure some of their cognitive abilities and attitudes about music and some of their experiences with music. Some exercises from the first assessment were readministered in the second assessment so that changes in music achievement could be detected. Also, data were gathered on the music training background of students. Achievement results are presented for national populations of 9-, 13-, and 17-year-olds as well as for subpopulations defined by region of the country, sex, race/ethnicity, parental education, type of community, and grade level. Some major findings from the report include the following. About three-fourths of the students at each age appear to have positive feelings about music and appear able to make simple judgments about it. Many students have some knowledge of the elements and expressive controls of music 52% of the 9-year-olds, 61% of the 13-year-olds, and 57% of the 17-year-olds. Knowledge about music history and style is less widespread 58% for 9-year-olds, 36% for 13-year-olds, and 39% for 17-year-olds. Fewer 9- and 17-year-olds were successful in answering their respective exercises in the two assessments. The decline between assessments for the 9-year-olds was 3.3%; for the 17-year-olds it was 2.5%. The percentage of 13-year-olds able to respond correctly to the music exercises was about 41% in both assessments. Primary type of information provided by report: Results (Selective) (Change).

ED 210 227 SO 013 742

Selected Bibliography of Egyptian Educational Materials, Vol. 6, No. 1, 1980.

Al-Ahram Center for Scientific Translations, Cairo (Egypt).

Spons Agency-Department of Education, Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.-TT-80-59397/1

Pub Date-81

Note-158p.; For a related document, see ED 204 248. Not available from EDRS in paper copy due to poor reproducibility throughout original document. Financial support received through the Special Foreign Currency Program.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, Agricultural Education, Annotated Bibliographies, Art Education, Childrens Literature, Civics, *Comparative Education, Curriculum Development, Educational Objectives, *Educational Practices, Educational Research, Elementary Secondary Education, *Foreign Countries, Higher Education, Music Education, Preschool Education, Special Education, Teacher Education, Teaching Methods, Technical Education

Identifiers-*Egypt

This annotated listing cites books, monographs, government publications, and journal articles dealing with education in Egypt. Items cited were published in 1980. The listing is organized by subject areas. The subjects include adult education, agricultural education, art education, Azhari institutes, basic education, boyscouting, children's literature, civics, curriculum development, demographic education, educational objectives, educational planning, educational research, employees, environmental education, eradication of illiteracy, experimental technical schools, universities, foreign language schools, history of education, industrial education, Islamic education, musical education, nurseries, philosophy, physical and military education, preparatory schools, primary education, reading, religious education, research, rural education, secondary education, social education, special education, teachers, teacher education, teaching methods, technical education, and women and society. Lists of authors and sources conclude the document. (Author/RM)

ED 210 228 SO 013 743

Senchuk, Dennis M., Ed.

Philosophical Studies in Education: Proceedings of the Annual Meeting of the Ohio Valley Philosophy of Education Society (November 21-22, 1980).

Ohio Valley Philosophy of Education Society, Terre Haute, Ind.

Spons Agency-Indiana Univ., Bloomington. School of Education.

Pub Date-81

Note-157p.; For a related document, see ED 195 473. Small print throughout document.

Available from-Philosophical Studies in Education, 203 Education, Indiana University, Bloomington, IN 47405 ($5.00 individual, $6.50 institutions).

Pub Type- Collected Works - Proceedings (021) - Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Aesthetic Education, Educational Diagnosis, *Educational Needs, *Educational Objectives, *Educational Philosophy, *Educational Practices, Elementary Secondary Education, Ethical Instruction, Higher Education, Moral Development, Special Education, Values

This publication contains the proceedings of the 1980 annual meeting of the Ohio Valley Philosophy of Education Society (OVPES) held at the University of Kentucky. There are four parts to the proceedings. The first part presents the presidential address Strategic Thinking, Reason, and Education: A Critique of Re-Industrialization'' and a response to it. The papers delivered at the general sessions are included in Part II. They are: Aspects of the Reproduction Thesis'' and Theoretical Approaches to Education and Social Inequality.'' Part

III, which comprises the bulk of the proceedings, contains the 16 papers delivered at the concurrent sessions. Topics discussed include: Dewey's aesthetics; the aesthetic-moral connection; evaluating intrinsic values; education and the imagination; marriage and divorce; a philosophical critique of special education; the role of coercion in teaching; Cremin's concept of education; the hidden curriculum; and the teaching of ethics. Part IV contains the minutes and treasurer's report for 1980, a membership list; and OVPES style guidelines. (Author/RM)

ED 210 229 SO 013 745

Project Director's Report: Alternatives in Social Science Education, 1978-1980.

City Univ. of New York, Flushing, N.Y. Queens Coll.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-80
Grant-SER-78-12094
Note-34p.; Some pages are of a light print type and may not reproduce clearly from EDRS in microfiche or paper copy.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administration, Information Dissemination, Inservice Teacher Education, *Instructional Improvement, Instructional Materials, Questionnaires, Secondary Education, *Social Sciences, *Social Studies, Surveys, *Teacher Workshops, *Teaching Methods

The purpose of the teacher workshop described in this report was to disseminate information to junior and senior high school social studies classroom teachers and administrators regarding innovative educational materials and teaching methods available in social science disciplines. Forty-seven social studies teachers and administrators from New York City area schools, participated in the program. The program consisted of one-day long presentations in 1979 on anthropology, sociology, political science, economics, and psychology and additional full-day conferences devoted to each of these disciplines scattered throughout the following year. Presentations were offered by teams consisting of a social scientist, an experienced teacher consultant, and the project director (a social science educator). Workshop participants were involved in a wide variety of activities, including viewing and analyzing social science topics, evaluating various teaching techniques and materials (including major texts, projects, and National Science Foundation sponsored programs in the social sciences). Pre- and posttest workshop surveys were undertaken to determine teachers' and administrators' familiarity with social science materials, willingness to try new materials and methods in the classroom, projected success in implementing new ideas (pre-workshop survey), and impact of the workshop on participants (follow-up surveys). Findings indicated that teachers and administrators possessed little familiarity with innovative social studies materials at the beginning of the workshop and that most teachers demonstrated an increase in awareness, familiarity, and intent to use new materials and teaching methods as a result of participation in the workshop. (DB)

ED 210 230 SO 013 74

Scott, Kathryn P.

Implementation of Sex Equity in the Social Studies: Evaluation of a Middle School Curriculum.

Florida State Univ., Tallahassee.

Spons Agency-Women's Educational Equity Act Program (ED), Washington, D.C.

Pub Date-Nov 81

Grant-600-78-1145

Note-16p.; Paper presented at the Annual Meeting of the National Council for the Social Studies, CUFA (Detroit, MI, November, 1981).

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Decision Making, Formative Evaluation, Intermediate Grades, Junior High Schools, *Program Effectiveness, Program Evaluation, Self Concept, *Sex Fairness, Sex Role, *Social Studies, Summative Evaluation

This paper presents the results of an evaluation study of a sex equity program designed to affect the achievement and attitudes of early adolescent students in the middle school. The Self-Concept and Decision-Making Middle School Curriculum Program at Florida State University developed sex equity curricular materials titled Decisions About Roles'' that can be infused directly into the middle school curriculum of math, science, language arts, physical education, and social studies. To determine the effectiveness of the program, both formative and summative evaluation procedures were used over two years. During the formative evaluation of the first year, all materials were field tested and student pre- and posttests were administered. The materials were revised as a result of the feedback. The summative evaluation of the second year employed a pre- and posttest design to contrast the gain scores of the students participating in the program (experimental group) and those not exposed to the materials (comparison group) for five dependent measures. Six hundred and thirty students in grades six, seven, and eight at two experimental site schools and 234 students in the comparison school participated. Evaluation instruments administered are described in the paper. Results indicated that the program which includes a substantial social studies component had a significant effect on pupils' achievement, sex-role perceptions, and decision making. Participants made achievement gains in content areas; gained more egalitarian perceptions of occupational, school, and family roles for females and males; expressed more androgynous self-concepts (girls only); and gained confidence in decision making. (Author/RM)

ED 210 231 SO 013 747

Breakstone, Sharon And Others

Front Lines: Soldiers' Writings from Vietnam.

Indochina Curriculum Group, Cambridge, Mass.

Pub Date-75

Note-282p.; For a related document, see ED 201 565. Photographs may not reproduce clearly from EDRS in paper copy or microfiche.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Anthologies, *Asian Studies, High Schools, Primary Sources

Identifiers-*Vietnam, *Vietnam War

Intended for high school students, this book contains a collection of personal accounts of Vietnam and the Vietnam War by American and Vietnamese soldiers. An introductory paragraph suggests that one excellent way for students to learn the lessons of the Indochina war is through the words of the soldiers who fought it. Narratives, excerpts from diaries, interviews, and poems are included. Discussion questions are suggested throughout the book. In each of the accounts the soldiers are confronted with a situation which demands a choice involving their basic beliefs and sometimes their lives. War presents these dilemmas in their most dramatic form, but the questions which are raised are ones which students will very likely face in their own lives. A bibliography of print and media for students wanting to further study the Vietnam War is provided. A glossary of unfamiliar words is included. (Author/RM)

ED 210 232 SO 013 748

Petrock, Edith M.

The Rise and Fall of Energy Education.

Education Commission of the States, Denver, Colo. Education Programs Div.

Pub Date-22 Nov 81

Note-12p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (1st, Detroit, MI, November 22, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Curriculum Development, *Educational History, Educational Needs, Elementary Secondary Education, Energy, Guidelines

Identifiers-*Energy Education

This paper discusses the rise and fall of energy education, justifies the commitment to achieve the goals of energy education, and suggests some strategies for accomplishing this objective. The rise of energy education is first discussed. Energy is not a newcomer to the K-12 school instructional program. Energy sources, forms, states, and uses have traditionally been part of the science curriculum at all grade levels. Social studies classes have always discussed energy in many contexts. The events of the 1960s and mid 1970s caused a shift in the way we wished to deal with energy in the schools. It evolved from a multi faceted area of interest to a complex area of concern. In the late 1970s many programs were begun by federal, state, and local educators demonstrating their commitment to create an energy literate society. The paper then goes on to discuss the four major reasons for the falling off of interest in energy education: pervasive sense of complacency; change in political ideology; fiscal constriction; and shift in educational priorities. The next section of the paper discusses why energy education is still important. Suggestions for promoting energy education in the classroom include becoming energy literate, maintaining a long-range perspective, not falling victim to a crisis mentality, and participating in the political process. The paper concludes with five guidelines for implementing energy education. (Author/RM)

ED 210 233 SO 013 749

Giannangelo, Duane M. And Others

Project to Incorporate Spatial Concepts of Urban Geography in Secondary Social Studies Curricula (Project Geography). Final Report.

Memphis State Univ., Tenn. Dept. of Curriculum and Instruction.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-81
Grant-SPI-81-00953
Note-48p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Curriculum Development, Geographic Concepts, *Geography Instruction, *Learning Activities, Program Descriptions, Program Evaluation, Secondary Education, *Social Studies, Space, Summer Programs, Teacher Developed Materials, Urban Studies

This report describes a project designed to develop geography based activities that could be used to supplement an ongoing social studies program. The purpose was to help secondary social studies teachers in the Memphis, Tennessee area develop geography based activities dealing with concepts of urban spatiality. The project staff organized and publicized through brochures and news releases to newspapers the four-week summer program to be held at Memphis State University. Fifty-six public school teachers were selected and organized into ten planning and writing task forces. Each task force was assigned to one of the following ten social studies courses: Tennessee history; American history I; civics; economics I; introduction to social studies; American history II; American political behavior; economics II; sociology; and social interaction. Teachers designed each instructional module so that it would coincide with specific chapters in each textbook. The modules developed utilized a problem-solving approach, involve community resource people, and contain a wide variety of teaching methods for example, games, films, role playing, and labs. A teacher's manual to accompany the activities was also developed. The activity modules are not included in this report. Project evaluation shows many positive effects including improved public school-university relations and curriculum improvement. Included in the appendices are a list and definitions of geography concepts and the summer workshop agenda. (Author/RM)

ED 210 234 SO 013 750

Singleton, Laurel R., Ed.

Data Book of Social Studies Materials and Resources, Volume 7.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Report No.-ISBN-0-89994-264-4

Pub Date-82

Contract-400-78-0006

Note-177p.; For a related document, see ED 196 790.

Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($10.00).

Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Content Analysis, Elementary Secondary Education, *Instructional Materials, Media Selection, Nonprint Media, Resource Materials, *Social Studies, Supplementary Reading Materials, Textbook Content, Textbook Evaluation, Textbooks, Textbook Selection

This publication contains analyses of elementary and secondary social studies textbooks, supplementary classroom materials, and teacher resource materials. The purpose of the publication is to provide analyses of curriculum materials which will allow K-12 school teachers, administrators, curriculum coordinators, and college methods teachers to select materials which are appropriate to their students, schools, and community. The kind of information provided in each analysis includes purpose, intended users and uses, content, and teaching methods. Some evaluative information is also included. The analyses of curriculum materials are divided into sections by grade level. The first major section of the book describes elementary textbooks and multimedia or supplementary materials. The second major section of the book is devoted to the secondary (7-12) curriculum. Textbooks are analyzed along with filmstrips and other supplementary materials. The third section includes short analyses of teacher resource materials, most of which provide practical suggestions and ideas for classroom teachers. The fourth section contains abstracts of ERIC documents. There are several indexes to the publication author/editor/developer, grade level, publisher, and subject area. The publication concludes with a list of publishers' addresses. (Author/RM)

ED 210 235 SO 013 751

Community Education: A Profile of Two Communities. A Community Education Study Guide.

Wisconsin State Dept. of Public Instruction, Madison.; Wisconsin Univ., Madison. Dept. of Educational Administration.

Spons Agency-Mott (C.S.) Foundation, Flint, Mich.

Report No.-WSDPI-Bull-2130

Pub Date- 81

Note-55p.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Community Education, Community Involvement, Community Resources, Community Schools, Community Services, Leadership, Models, Needs Assessment, Program Descriptions, Resource Materials, School Community Programs, Study Guides

This booklet is designed to be used as a workbook to present the concept of community education in a format which addresses important questions any community needs to consider as it explores community education. The booklet can be used in conjunction with the videotape "Community Education: A Profile of Two Communities." However, the contents of the booklet are self-explanatory and can be used independently. The booklet begins with a profile and a discussion of the philosophy of two model community education programs. The next section of the booklet, which comprises its bulk, is a study guide which can be used individually or with groups for exploring community education. Five components of a community education program are examined: extended use of public school facilities, citizen involvement, interagency cooperation, needs assessment of communities, and leadership. The format for each component is broken into three sections: a brief overview of how the two model communities have developed each part of their community education program; a series of facts and issues to broaden the reader's perspective of the implications this component has for community education development; and several key questions which communities and schools need to consider in beginning to implement community education. The last section of the booklet lists a variety of community education resources available to communities and schools. (Author/RM)

ED 210 236 SO 013 752

Talbot, Walter, D. And Others
A Course of Study for Art is Elementary (Teaching Visual Thinking Through Art Concepts) K-6.
Utah State Board of Education, Salt Lake City. Div. of Curriculum and Instruction.
Pub Date-Nov 77
Note-59p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Art Education, Career Education, Communications, *Concept Teaching, *Course Objectives, *Curriculum Development, Elementary Education, Glossaries, *Integrated Curriculum, Mathematics Education, Music Education, Physical Education, Preschool Education, Safety Education, Science Education, Second Languages, Social Studies, Teaching Guides

This publication, first in a series of two intended for Utah's elementary teachers, outlines objectives for teaching visual thinking through art concepts. The second part in the series entitled Art Is Elementary'' (ED 158 872) provides teaching strategies and lesson plans for each objective. The subject areas in which the program is intended to be taught include math, science, social studies, communications, music/art, health/physical education, safety education, foreign languages, and career education. The first two sections of this publication contain a discussion of the program's philosophy and present administrative guidelines for implementing the program. The listing of instructional objectives, which comprises the bulk of the publication, is then presented. The objectives are organized by grade level from preschool through grade seven. Maturity level goals are indicated for each objective. The maturity goals are intellectual, ethical-moral-spiritual, emotional, social, physical, environmental, aesthetic, and productive. Other information provided in code form for each objective includes subject area in which the objective is to be taught, grade level, and relationship of each objective to the general curriculum goals. A glossary and pronunciation guide for artists' names and art terms follows the listing of objectives. The publication concludes with three appendices containing a chart illustrating reading skills taught in the program, a chart of holiday and seasonal art activities, and a student progress record form. (Author/RM)

ED 210 237 SO 013 753

Vance, Cyrus R. And Others

Education and the World View, IV.

Council on Learning, New Rochelle, N.Y.
Spons Agency-EXXON Education Foundation, New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
Report No.-ISBN-0-915390-27-2

Pub Date-80
Note-96p.
Available from-Change Magazine Press, PO Box 2023, New Rochelle, NY 10802 ($6.95, $5.95 for ten or more).
Pub Type- Opinion Papers (120) - Books (010)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-College Seniors, Elementary Secondary Education, Foreign Policy, *Global Approach, Higher Education, *International Education, International Relations, National Surveys, Resource Materials, *World Affairs, *World Problems

This book contains ten articles which discuss education for a world view. In a democratic society there is a need for wide public understanding of the country's national and international policies. One article The End of Innocence'' discusses the rapidly, changing, and complex world in which we live and points out certain fallacies which must be avoided. These fallacies include thinking that we live in a bipolar world, fear of negotiation, and the belief that there exists an incompatibility between our foreign policy objectives and our fundamental values. Another article, Education and the World View'' examines difficulties standing in the way of international education for example, the declining role of foreign language teaching. One article is a bibliographic essay citing Readings for a Global Curriculum.''

What College Seniors Know About Their World'' is examined in one article. The Educating Testing Service sampled 3000 undergraduates across the country. Preliminary results show that seniors achieved a mean score of 50.5 questions correct out of 101 on the text, indicating considerable lack of knowledge on topics felt important by the assessment committee. History majors scored highest while education majors scored lowest. Other articles include A World in Transition,'' Forward to Basics: Education as Wide as the World,'' Expanding International Dimensions,'' The New Curricular Equation,'' Who is Tending the Store?'' and Toward a Collectivity of Functions.'' (Author/RM)

ED 210 238 SO 013 754

Education for a Global Century: Handbook of Exemplary International Programs. Education and the World View, III.

Council on Learning, New Rochelle, N.Y.

Spons Agency-EXXON Education Foundation, New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.

Report No.-ISBN-0-915390-29-9

Pub Date-81

Note-157p.

Available from-Change Magazine Press, PO Box 2023, New Rochelle, NY 10802 ($7.95, $6.50 for ten or more).

Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Cross Cultural Studies, Global Approach, Higher Education, *International Education, *International Programs, Program Descriptions, Program Effectiveness, Second Languages, Study Abroad, Two Year Colleges

This handbook describes international programs for undergraduates, provides a short section on selected consortia, and suggests ideas for widening international education. The programs selected for this volume met certain criteria. In addition to being effective, the programs do not place a large strain on institutional budgets and can be easily adapted by others. The volume is arranged into four chapters. Chapter I, the largest section, describes over 60 two-year and four-year college and university programs. Chapter II describes six consortia programs. Each description includes a brief introduction to the institution and an overview of the international aspects of the curriculum as well as information about how the international aspects are organized, the educational impact, and the resource persons who can be contacted for further information. Chapter III presents worthwhile, imaginative ideas that are used at other institutions. Chapter IV consists of a thematic index that lists each program or approach under general program theme or pedagogic approach categories, such as foreign languages, study abroad, and integrated curriculum. (Author/SR)

ED 210 239 SO 013 755

Seybolt, Peter J. Clark, Leon E., Ed.

Revolution: A Nation Stands Up. Through Chinese Eyes, Volume 1. Revised Edition.

Center for International Training and Education, New York, N.Y.
Report No.-ISBN-0-938960-00-8
Pub Date-81
Note-156p.; Map on page 17 and photographs may not reproduce clearly from EDRS in microfiche or paper copy. For related documents, see SO 013 756-760.
Available from-CITE Books, 777 United Nations Plaza, Suite 9-H, New York, NY 10017 ($5.95, quantity discounts available).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Area Studies, Asian History, *Asian Studies, *Chinese Culture, Communism, Dissent, Education, Ethics, Family Life, Feminism, Higher Education, Life Style, Politics, *Primary Sources, Reading Materials, Religion, Revolution, Secondary Education, Social Change
Identifiers-China, Chinese People, Maoism

This book, which can be used in secondary and college courses, is the first of two volumes which present a Chinese view of China and the world. The reality of everyday life as experienced by the Chinese people is recreated in the series. Almost all of the materials in both volumes has been written by Chinese and has been taken from a variety of sources: autobiographies, fiction, poetry, newspaper and magazine articles, and historical documents. Each primary source selection is preceded by an editor's introduction which provides background information and a few questions for class discussion. Volume one begins with the story of the Communist rise to power in 1949, which led to perhaps the most spectacular social revolution the world has ever seen. This first volume focuses on the changes brought about in the lives of the peasants, the masses who make their living from the land. It is comprised of four major parts. In Part I the Chinese talk about the Revolution and Land Reform.'' Part II, A New World View,'' presents materials on Maoist ethics, the traditional family ethic, and religion. Part III deals with The Liberation of Women.'' The status of women, the home life of a saleswoman and romance in China are discussed. Part IV deals with Politics.'' The Confucian heritage, education, and dissent are included among the topics discussed. (Author/RM)

ED 210 240 SO 013 756

Seybolt, Peter J. Clark, Leon E., Ed.
Transformation: Building a New Society. Through Chinese Eyes, Volume 2. Revised Edition.
Center for International Training and Education, New York, N.Y.
Report No.-ISBN-0-938960-01-6
Pub Date-81
Note-123p.; Photographs may not reproduce clearly from EDRS in microfiche or paper copy. For a listing of related documents, see SO 013 755.
Available from-CITE Books, 777 United Nations Plaza, Suite 9-H, New York, NY 10017 ($5.75, quantity discounts available).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Agriculture, *Area Studies, *Asian Studies, *Chinese Culture, Communism, Economic Change, Health, Higher Education, Pollution, Population Growth, *Primary Sources, Reading Materials, Revolution, Secondary Education, Social Attitudes, Social Change
Identifiers-China, Chinese People

A Chinese view of China and the world is presented in this book, which is second in a series of two volumes which can be used in secondary and college courses. The reality of everyday life as experienced by the Chinese people is recreated in the series. Almost all of the material in both volumes has been written by Chinese and has been taken from a variety of sources: autobiographies, fiction, poetry, newspaper and magazine articles, and historical documents. Each primary source selection is preceded by an editor's introduction which provides background information and a few questions for class discussion. Volume two continues the theme of change by exploring the struggles and debates within China over economic development, the proper path for socialism, and the role of literature and art in society. This second volume is comprised of four sections. In the first section, The Cultural Revolution,'' a student talks about the Red Guards, a young man tells how he became a writer, and a once idealistic young woman talks about the disillusionment of youth. The second section deals with The Economic Revolution.'' Included is a fictionalized account of how a farming cooperative got started in one area, a criticism of some of the agricultural decisions made during the Cultural Revolution, and a description of a model worker in the Taching oil fields. The primary sources presented in the third section examine Population, Pollution, and Health Care.'' China and the World'' is the topic of the fourth and last section of the book. Included is a letter which illustrates the arrogance of the traditional Chinese attitude toward foreigners, and excerpts from speeches showing the arrogance of Westerners once they had become dominant in China. (Author/RM)

ED 210 241 SO 013 757

Johnson, Donald J. Johnson, Jean E.

The Wheel of Life: Through Indian Eyes, Volume 1. Revised Edition.

Center for International Training and Education, New York, N.Y.

Report No.-ISBN-0-938960-02-4
Pub Date-81
Note-154p.; Photographs may not reproduce clearly from EDRS in microfiche or paper copy. For a listing of related documents, see SO 013 755.
Available from-CITE Books, 777 United Nations Plaza, Suite 9-H, New York, NY 10017 ($5.95, quantity discounts available).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Area Studies, *Asian Studies, Family Life, Family Relationship, Higher Education, *Indians, Life Style, Marriage, *Primary Sources, Reading Materials, Religion, Secondary Education
Identifiers-Hinduism, India

This book, which can be used in secondary and college courses, is the first of two volumes which present an Indian view of India and the world. The reality of everyday life as experienced by the Indian people is recreated in the series. Almost all of the material in both volumes has been written by Indians and has been taken from a variety of sources: autobiographies, fiction, poetry, newspaper and magazine articles, and historical documents. Volume one focuses on the most personal aspects of Indian life: family relations, marriage, caste membership, and religious beliefs. Each primary source selection is preceded by an editor's introduction which provides background information and a few questions for class discussion. Examples of selections include the following. Indian family life is compared with American family life. Ravi Shankar (the world famous sitar player) describes the ideal relationship between the student and his guru. One selection tells how an upper class, well-educated family arranges the marriage of their eldest daughter. Dowries are the topic of one reading. In another an Indian journalist analyzes the concept of woman power in India showing that the expectations for men and women are quite different. An Indian girl describes to her brother how their mother used stories to educate her. An imaginary conversation between an American teacher and an Indian businessman will help students understand the caste system. Several readings attempt to clarify some of the religious concepts of the Hindu way of life. (Author/RM)

ED 210 242 SO 013 758

Johnson, Donald J. Johnson, Jean E.

Forging a Nation: Through Indian Eyes, Volume 2. Revised Edition.

Center for International Training and Education, New York, N.Y.

Report No.-ISBN-0-938960-03-2

Pub Date-81

Note-130p.; Photographs may not reproduce clearly from EDRS in microfiche or paper copy. For a listing of related documents, see SO 013 755.

Available from-CITE Books, 777 United Nations Plaza, Suite 9-H, New York, NY 10017 ($5.95, quantity discounts available).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Agriculture, *Area Studies, *Asian Studies, Colonialism, Economic Development, Government (Administrative Body), Higher Education, History, *Indians, Industrialization, Life Style, *Primary Sources, Reading Materials, Secondary Education, Social Change

Identifiers-India

An Indian view of India and the world is presented in this book, which is the second of two volumes intended for use with secondary and college level students. The reality of everyday life as experienced by the Indian people is recreated in the series. Almost all of the material in both volumes has been written by Indians and has been taken from a variety of sources: autobiographies, fiction, poetry, newspaper and magazine articles, and historical documents. Each primary source selection is preceded by an editor's introduction which provides background information and a few questions for class discussion. Volume two deals with the topic of nation building, discussing such issues as Hindu-Muslim relations, the impact of British colonial rule, and the influence of Mahatma Gandhi on the independence movement. The last section of the book examines the broad areas of national unity, political philosophy, and economic development. It includes material on the language question, the Indian constitution and parliamentary system, agriculture, and industrialization. The interaction of tradition and change underlies the entire volume. (Author/RM)

ED 210 243 SO 013 759

Minear, Richard H. Clark, Leon E., Ed.

The Past: The Road from Isolation. Through Japanese Eyes, Volume 1. Revised Edition.

Center for International Training and Education, New York, N.Y.

Report No.-ISBN-0-938960-04-0

Pub Date-81

Note-150p.; Maps, charts and photographs may not reproduce clearly from EDRS in microfiche or paper copy. For a listing of related documents, see SO 013 755.

Available from-CITE Books, 777 United Nations Plaza, Suite 9-H, New York, NY 10017 ($5.95, quantity discounts available).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Area Studies, Asian History, *Asian Studies, Economic Development, Higher Education, Life Style, Politics, *Primary Sources, Reading Materials, Secondary Education, Social Change, Technological Advancement

Identifiers-Japan, Japanese People, World War II

A Japanese view of Japan and the world is presented in this book, which is the first of two volumes which can be used in secondary and college courses. The reality of everyday life as experienced by the Japanese people is recreated in the series. Almost all of the material in both volumes has been written by Japanese and has been taken from a variety of sources: autobiographies, fiction, poetry, newspaper and magazine articles, and historical documents. Each primary source selection is preceded by an editor's introduction which provides background information and a few questions for class discussion. Volume one begins with a brief look at Japan as it is known to the world today: a nation of economic prosperity and technological excellence. It then goes back to the 17th century, to a time when Japan was isolated from the rest of the world, and traces some of the political and social developments that transformed this hermit kingdom into a modern imperial power. Japan's contact with the outside world led eventually to its involvement in World War II. The last third of the book examines some of the causes of that war, its impact on the Japanese people, and some of the permanent changes it brought about in Japan. (Author/RM)

ED 210 244 SO 013 760

Minear, Richard H. Clark, Leon E., Ed.

The Present: Coping with Affluence. Through Japanese Eyes, Volume 2. Revised Edition.

Center for International Training and Education, New York, N.Y.
Report No.-ISBN-0-938960-05-9
Pub Date-81
Note-145p.; Photographs may not reproduce clearly from EDRS in microfiche or paper copy. For a listing of related documents, see SO 013 755.
Available from-CITE Books, 777 United Nations Plaza, Suite 9-H, New York, NY 10017 ($5.95, quantity discounts available).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Area Studies, *Asian Studies, Family Life, Higher Education, Life Style, *Primary Sources, Reading Materials, Religion, Secondary Education, Social Change
Identifiers-Buddhism, Japan, Japanese People

This book, which can be used in secondary and college courses, is the second of two volumes which present a Japanese view of Japan and the world. The reality of everyday life as experienced by the Japanese people is recreated in the series. Almost all of the material in both volumes has been written by Japanese and has been taken from a variety of sources: autobiographies, fiction, poetry, newspaper and magazine articles, and historical documents. Each primary source selection is preceded by an editor's introduction which provides background information and a few questions for class discussion. Volume two focuses on the personal, social, and environmental effects of Japan's current prosperity. Like Europe and the United States, Japan has discovered that affluence is a mixed blessing, bringing water and air pollution and congested cities, along with material comforts and increased mobility. It also brings new life styles. Much of the material in this second volume deals with contemporary Japanese attitudes toward women's roles, family life, and religion. A final section is devoted to Japanese Americans, especially to their experiences in the United States during World War II. (Author/RM)

ED 210 245 SO 013 761

Roe, Kathleen

Teaching with Historical Records.

New York State Education Dept., Albany. Office of Cultural Education.

Pub Date-81

Note-67p.; Parts may be marginally legible.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Educational Objectives, Elementary Secondary Education, Learning Activities, *Local History, *Primary Sources, Research Methodology, Research Tools, *Social Studies

This manual is intended to help elementary and secondary teachers locate and use historical records in social studies and local history courses. There are four major sections to the manual. The first section discusses educational objectives which can be met by using historical records. How to locate and use historical records is the topic of the second section. For example, a good way to begin the search for records is by contacting the local historian. Several bibliographic aids which identify repositories and their holdings are listed. Tips for using the repositories and for preparing records for classroom use are presented. The third section, which comprises the major portion of the manual, provides sample uses of the following historical records: personal papers, business records, local government records, maps, photographs, broadsides, and census records. A brief background reading on each of the records is provided for the teacher. Following this reading is a self-contained activity with questions to ask and points to consider for use with students. Additional learning activities are also suggested. Section four provides suggestions for further reading. (Author/RM)

ED 210 246 SO 013 770

Wicks, Robert S.

Morality and the Schools. Occasional Paper 32.

Council for Basic Education, Washington, D.C.

Pub Date-81

Note-27p.

Available from-Council for Basic Education, 725 15th Street, NW, Washington, DC 20005 ($2.00, quantity discounts available).

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Art Education, Educational Needs, Elementary Secondary Education, English Curriculum, *Ethical Instruction, History Instruction, Integrated Activities, Mathematics Education, *Moral Development, School Community Programs, *School Role, Science Education, Social Studies, Teaching Methods, *Values Education

Moral contradictions and cross purposes in society make formal moral training in the schools difficult, if not impossible. Values clarification and school-wide programs of moral education are of questionable merit. Nevertheless, effective moral education is implicit in teaching the subjects that comprise good basic education. A mathematics teacher, for example, might encourage students to think of the ways data are gathered and organized. She might have a student discuss the moral implications of gathering information through computers. Science teachers might make students aware of the values that determine the way science is done its openness to new formulations of reality, or the rigorous testing of theories before they are accepted. Engligh teachers have a wealth of material that provides models of human conduct, writing about conduct good and bad, and reflections on how people change as they gain insight, or suffer, or discover how their behavior affects the lives of others. History and social studies teachers might fill some of the gaps and omissions in the customary accounts of our past. They need to remind their students that what is chosen to be studied reflects a point of view that screens out more than it admits. The arts are one of the best vehicles for the transmission of values. For example, Golden Age sculpture and architecture provide a chance to teach the ancient Greek's moral vision of balance and proportion. It is morally imperative to bring young people and adults back together in cooperative association outside the classroom. (Author/RM)

SP

ED 210 247 SP 019 019

Scannell, Dale P.

Creating Conditions for Professional Practice in Schools and Departments of Education.

Pub Date-81
Note-26p.
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Standards, Admission Criteria, *Educational Responsibility, Governance, Higher Education, *Institutional Autonomy, Preservice Teacher Education, *Program Improvement, *School Funds, *Schools of Education, *Teacher Education Programs, Teacher Educators, Teacher Effectiveness

There are four conditions that will enhance professional practice in schools and departments of education. The first condition is the necessity for commitment on the part of the education department and its faculty. As professionals, faculty must be committed to providing essential services to individuals and society, make decisions in the interests of students in accordance with the best knowledge available, accept responsibility for the decisions, and be accountable to the profession. Second, schools of education must have and exercise the governance of factors directly related to their educational mission. They must have the primary voice in determining admission and retention standards for programs, the content of those programs, the assignment of faculty, and the reward system for faculty. The third condition is that programs must be developed which not only include a broad spectrum in the liberal arts but also transmit the professional culture, the insights derived from the experience of effective teachers, and the expanding knowledge base regarding effective teaching. The schools of education are responsible for the quality of the students they offer for certification, and for monitoring and evaluating standards and procedures. In discussing the last condition, resource availability, it is pointed out that schools of education are not receiving a level of financial support necessary for training teachers who are truly professional. Specific recommendations for changing and improving these conditions include using professional educator associations, maintaining strict accordance with certification standards, and changing the funding patterns of schools of education. (JD)

ED 210 248 SP 019 103

Berlage, Gai Ingham

Are Children's Competitive Team Sports Socializing Agents for Corporate America?

Pub Date-Nov 81

Note-28p.; Paper presented at the Annual Conference of the North American Society for the Sociology of Sport (2nd, Fort Worth, TX, November 12-15, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Business Skills, Children, Elementary Secondary Education, Employment Qualifications, Fathers, *Goal Orientation, Organizational Theories, *Parent Attitudes, Physical Recreation Programs, Pyramid Organization, Reference Groups, *Soccer, *Socialization, Social Values, *Team Training

Identifiers-*Ice Hockey

In a study of the similarities between childrens' competitive team sports and the typical corporate or business environment, two research questions were posed: (1) Does the structural organization of childrens' soccer and ice hockey organizations resemble that of American corporations?; and (2) Are the values of childrens' competitive sports similar to corporate values? Questionnaires were distributed to 222 Connecticut and New York fathers with 11 or 12 year old sons in soccer and ice hockey teams. Through observations and interviews, it was found that the structural organization of the childrens' ice hockey and soccer programs clearly resembled that of corporations. An organizational chart illustrated the hierarchies and divisions in a youth soccer program, and it was also found that the values stressed in competitive sports are similar to corporate values. The fathers selected teamwork as the most important sports attribute that would contribute to success in business. The importance of learning to be part of a team was a constant theme in the fathers' responses. Although some fathers expressed misgivings about the amount of politics in the team selection process and the inconveniences of complying with practice and travel schedules, most fathers had positive attitudes toward competitive youth sports. Those who have participated in competitive sports have an advantage over others who are not socialized in these values, skills, and attitudes.

ED 210 249 SP 019 112

Marshman, Larry R.

Teacher Education Program Admissions A Case Analysis.

Pub Date-30 Oct 81
Note-12p.
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Standards, Accreditation (Institutions), *Admission Criteria, College Admission, College Entrance Examinations, Educational Responsibility, Education Majors, *Governance, Higher Education, *Preservice Teacher Education, Schools of Education, *Selective Admission, State Boards of Education, *State Standards
Identifiers-*Louisiana

Control of entry into teacher education programs should be a function of the teaching profession, with philosophy and parameters set by the professional associations while policy and procedures are set by the teacher training institutions. This problem is approached by examination of conditions that prevail in Louisiana. A strong foundation in state law is found for control of entry by the teacher training institutions, but there is a recent tendency to propose highly specific criteria which represent direct control of entry. State agencies and boards have recently recommended stricter entry standards. State accreditation standards have refrained from specification of criteria, leaving control of entry with the schools of education. No demands, directions, or levels of performance are described by the guidelines for program approval at the state level. In Louisiana, there is no evidence of professional associations' influence on the control of entry into teacher education programs, even though the need has been expressed by various associations. Enrollment-based formula funding, with its premium on numbers, may be a powerful influence on the current attitude of university training programs toward control of entry. Control of entry should be a professional responsibility in which the power is drawn from the practicing profession. A standing commission should be established to recommend parameters for selective admissions. This committee, composed of members appointed by the executive board of the state education association and by the Council of Deans of Colleges of Education, would report to those groups on the status of selective admissions in the state. Independent of any other agencies, the commission would address all attempts to regulate control of entry. (JD)

ED 210 250 SP 019 119

Burden, Paul R.

Time Management for Educators.

Pub Date-Nov 81
Note-13p.; Paper presented at the Rural and Small School Conference (Manhattan, KS, November 17, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, Goal Orientation, Needs Assessment, *Pacing, Problem Solving, *Resource Allocation, *Scheduling, *Self Evaluation (Individuals), Teaching (Occupation), *Time Perspective
Identifiers-*Time Management

Time management principles can help teachers become more aware of ways in which time can be used to the greatest advantage. An exploration of personal time perspectives is a step toward establishing effective patterns of behavior. Productivity may be high in the morning and low in the late afternoon, for example, and organizing some activities to fit these energy curves relieves stress and permits a balance of personal and professional needs. In setting realistic and attainable goals, time may be used to develop actions and plans for achieving them. Since much of the school environment is time-governed or time-bound, it is important to know which aspects of school life and school time cannot be controlled. Working within these constraints and eliminating interruptions during controlled school time produces a more effective use of time. It is important to plan and to understand personal priorities, and to follow through on these priorities before accepting new responsibilities. Knowing and using the support system available is essential in accomplishing work that must be done. Other supportive teachers, secretaries, principals, students, or parents are essential for good time management. Other suggestions for wise use of time are: concentration on the task at hand, learning not to procrastinate, and following through and finishing projects. A time management check-list is included. Three time management activities, designed to pinpoint areas of time waste, procrastination, and priority organization, are appended. (JD)

ED 210 251 SP 019 122

Theis, Al, Jr.
Teachers' Attitudes Toward In-Service Programs.
Pub Date-81
Note-11p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classroom Techniques, Elementary Secondary Education, *Inservice Teacher Education, Needs Assessment, *Participant Satisfaction, *Program Attitudes, Program Design, *Teacher Attitudes, Teacher Behavior, Teacher Education Programs, Teacher Effectiveness, Teacher Improvement, *Teacher Motivation, Teacher Participation

A review is presented of recent literature concerning teachers' attitudes toward inservice programs. One of the studies concluded that items that teachers like at inservice meetings are: (1) active involvement; (2) teaching; (3) practical information; (4) meetings that are short and to the point; (5) in-depth treatment of one concept; (6) well organized meetings; (7) variety; (8) an incentive to come; (9) occasional inspirational speakers; and (10) to visit other schools to observe other teachers. Other studies maintained that teachers disliked all inservice programs or had conflicting attitudes. There appeared to be general agreement that inservice programs should be planned cooperatively between teachers and administrators and evaluated on mutually agreed upon and understood criteria. Teachers indicated approval of programs that are problem based and task centered, as well as activity oriented, systematic, continuous, and individualized. An important factor was that programs be flexible and site specific. Extension college courses seemed to be more popular than campus courses. The factors of distance from home, individual needs, and the reputation of the course and instructor were important. Salary increase was a universal motivation for teachers seeking inservice programs. Researchers have concluded that, for the most part, teachers recognize their own weaknesses and volunteer for inservice training which addresses their needs. (JD)

ED 210 252 SP 019 131

Baden, Donald J.

A Users Guide to the Evaluation of Inservice Education.

Pub Date-Nov 79

Note-26p.; Paper presented at the National Workshop of the NCSIE (Hollywood, FL, November 13, 1979).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Evaluation Criteria, *Evaluation Methods, *Inservice Teacher Education, Needs Assessment, Outcomes of Education, Program Effectiveness, *Program Evaluation, Summative Evaluation, *Teacher Education Programs

Increased activity in the field of inservice teacher education has not created an immediate improvement in the quality of inservice. Programs are not planned or implemented well, and teachers are generally not involved with or committed to the programs. To perform the necessary evaluations of the programs, the planning of inservice teacher education programs must involve needs assessment, the setting of measurable objectives, and delivery services linked specifically to the objectives. Once this model has been adopted, a number of evaluation concerns can be addressed. One evaluation approach requires the involvement of planners, presenters, and participants. The approach focuses on responses to five basic concerns of the inservice evaluator: (1) Was the content of the inservice activity informative and useful to the participant?; (2) Was the presenter of the inservice activity effective?; (3) Was there an immediate change in the participants' behavior as defined by the stated objectives?; (4) Were there long term changes in classroom behaviors?; and (5) Did the students of the participants change as a result of altered teacher behavior? Each concern can be integrated into an evaluation instrument that is usable and is time and cost effective. Samples of evaluation forms used by schools are included in this paper along with a bibliography of 21 references to inservice education and evaluation. (FG)

ED 210 253 SP 019 140

Miedema, Rients And Others
M.A.P.: The MAVO-Projekt.
Pub Date-81
Note-15p.; Paper presented at the Annual IMTEC Seminar Educational Change Strategies for the 80's'' (Kijkduin, Netherlands, March 29-April 3, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Education, *Comprehensive Programs, Educational Change, Foreign Countries, *Inservice Teacher Education, Program Design, *Secondary Education, Secondary School Teachers, Teacher Participation, *Vocational High Schools
Identifiers-*MAVO Project, *Netherlands

This description of a project in the Netherlands concentrates on the progress made by participating schools since 1974, inhibiting and success factors, and the outlook for the future. The MAVO project provides secondary students with training for administrative functions. One of the characteristics of the program is that it provides a three-year and a four-year course of study. This option, prepared so that both high stream'' and low stream'' ability students can be taught, has made teaching the two groups of students difficult. The MAVO project was set up by teacher unions, the Ministry of Education, school authorities, and national pedagogical centers to assist the teachers and staff in MAVO schools. The MAVO project has focused on developing and disseminating strategies for mixed ability teaching, so that teachers could effectively deal with students in both the low stream'' and the high stream'' courses. The difficulties encountered in implementing the project have been communication gaps between participating agencies and institutions, lack of available staff, and confusion in priorities. Some events have had both positive and negative repercussions, such as the MAVO-trained staff being increasingly attracted to other positions. By 1985, when the MAVO project is scheduled to end, 800 schools will not have received training. Options exist for partial implementation, but the differences in aims and characteristics of the schools make planning difficult. (FG)

ED 210 254 SP 019 143

Holtzman, Wayne, Jr.

Effects of Locally Conducted Research on Policy and Practice Regarding Bilingual Inservice Teacher Education. Final Technical Report.

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-29 Sep 81
Grant-400-80-0035
Note-161p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Bilingual Education, Bilingual Teachers, Elementary Education, *English (Second Language), *Inservice Teacher Education, Mexican American Education, *Program Attitudes, Special Education, *Teacher Attitudes, *Teacher Education Programs, Teaching Conditions

Collaborative planning between the Southwest Educational Development Laboratory (SEDL) and a school district in central Texas provided concrete data to implement changes in inservice training programs for bilingual teachers. Five instruments were developed to obtain the attitudes of 108 teachers of kindergarten through fifth grade who taught Mexican American children who had limited English proficiency. The teachers were regular classroom teachers, bilingual teachers, or special education teachers. Among the findings from the study were that the areas of greatest need for inservice were in the teaching of reading and attending to behavior problems. Courses in the philosophy and theory of bilingual education were not desired. Teachers of English as a second language felt that the existing inservice program could be improved by developing more and better materials. All of the teachers wanted more authority in choosing their inservice training activities. The teachers also agreed that they did not receive enough feedback and assistance in implementing new knowledge and skills. The director of bilingual education for the school district announced changes in both the bilingual inservice components and the English as a second language program as a result of the study. Sections of this report on the project present information on: (1) introduction to the study; (2) background of the school district; (3) collaborative relationship between the SEDL and the school district; (4) research strategy; (5) data analysis; (6) discussion of findings; and (7) changes made in the inservice programs. Appended are the survey instruments and the findings in chart form. (FG)

ED 210 255 SP 019 148

Zeyen, Dorothy Dolph

Educators' Challenge: Healthy Mothers, Healthy Babies. A Framework for Curriculum Development in Responsible Childbearing, Pre-school through High School.

Association for Supervision and Curriculum Development, Alexandria, Va.
Spons Agency-March of Dimes Birth Defects Foundation, Washington, D.C.
Report No.-ISBN-0-87120-110-0
Pub Date-81
Note-65p.
Available from-Association for Supervision and Curriculum Development, 225 North Washington Street, Alexandria, VA 22314 (Stock Number 611-81244; $4.00).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Birth, Congenital Impairments, Curriculum Development, Developmental Stages, Elementary Secondary Education, *Genetics, Health Education, Infant Mortality, *Infants, *Nutrition Instruction, *Parenthood Education, *Perinatal Influences, Physical Health, Pregnancy, *Prenatal Influences

A framework of concepts in nutrition, environmental factors, genetics, and human growth and development is presented as a background for developing elementary and secondary curricula on responsible childbearing. Aspects of the four subject areas are outlined for instruction at five education levels: preschool through kindergarten, primary, upper elementary, middle/junior high, and senior high. Each of the subject areas is discussed in relation to goals and key concepts. The key concepts covered in the chapter on nutrition include the importance of nutrition for everyone and especially for pregnant women, food preparation methods, and eating habits. Those concepts discussed in relation to environment are the dangers of drugs and chemicals, infectious diseases, pollution, radiation, and the baby's delivery process. The concepts in the chapter on genetics include heredity and environment, and the causes and consequences of genetic disorders and birth defects. The chapter on human growth and development discusses developmental stages and the physical, emotional, and intellectual needs that affect human behavior and health. In the discussions of each topic, information is suggested as a basis for class discussion and instructional development. Each chapter is followed by a list of references. Charts indicate the recommended education level for teaching the key concepts. A final essay endorses the idea of action on the local level to make courses on responsible childbearing a part of the school curriculum. (FG)

ED 210 256 SP 019 151

Buckanavage, Robert, Ed. And Others

Adapting Physical Education: A Guide for Individualizing Physical Education Programs.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Pub Date-Jun 80

Note-186p.

Pub Type- Guides - Non-Classroom (055) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Adapted Physical Education, Athletic Equipment, *Disabilities, Elementary Secondary Education, *Individualized Education Programs, *Instructional Materials, Mainstreaming, *Physical Activities, *Physical Education, Physical Fitness, Psychomotor Skills, Student Evaluation

Guidelines are presented for organizing programs and modifying activities in physical education programs for children with a wide range of physical and emotional disabilities. The guidelines should result in a program that allows students to work to their maximum potential within the framework of regular physical education classes. In planning the program, it is essential that a planning committee, composed of the teacher, school administrator, school nurse, a doctor, school counselor, and parents, work together to form an individualized program for each child. Chapters are included on programs for children with hearing impairments, emotional disturbances, orthopedic impairments, visual impairments, spinal deviations, specific learning disabilities, weight problems, and below average physical fitness and psychomotor skills. Each chapter contains a discussion of the disability's characteristics, suggested teaching methodology for physical education, and suggested activity areas, as well as techniques for assessment and evaluation of the child. References for further study on the problem are included at the end of each chapter. The appendix contains a bibliography of available audiovisual materials, instructional materials, and children's books. Also provided are the addresses and descriptions of three validated programs for individualizing physical educational programs for handicapped children and a sample physician's referral form. (JD)

ED 210 257 SP 019 156

Children's Health Care, Parts 1-4.'' Options in Education Takes Listeners to the Core of the Issues.
George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.
Pub Date-81
Note-48p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Birth, *Child Rearing, Economically Disadvantaged, Health Education, *Medical Services, Moral Values, *Obstetrics, Parent

Attitudes, Parenthood Education, *Pregnancy, Preventive Medicine, Retrenchment

The scripts of four programs of National Public Radio's Options in Education series are presented. The first program has sequences involving the use of high technology in childbirth. Interviews with doctors and expectant mothers explore the use and availability of electronic monitoring equipment in prenatal care. In the second program the high technology itself is described through discussions with specialists. Much of the discussion centers on the ethical nature of using technology to save high-risk newborns. The third program concentrates on the health problems of poor children and presents the viewpoints of: (1) a mother of a sick child in a community health center; (2) a pediatrician discussing children's health needs; and (3) a clinic director facing budget cuts. The focus of the fourth program is the care provided in a pediatric emergency room in a public hospital. Clients' use of health services and the economic and social impact of impending financial cutbacks are explored. (FG)

ED 210 258 SP 019 172

Burden, Paul R.

Teachers' Perceptions of Their Personal and Professional Development.

Pub Date-Nov 81
Note-29p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Des Moines, IA, November 20, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attitude Change, *Developmental Stages, Elementary School Teachers, Individual Development, Job Satisfaction, Maturity (Individuals), Peer Influence, Personality Development, Self Concept, *Teacher Attitudes, *Teacher Characteristics, *Teaching (Occupation), Teaching Experience, *Vocational Adjustment, *Vocational Maturity

This study examined the perceptions of 15 elementary school teachers on their personal and professional development. In focused interviews, they were asked their perceptions of the characteristics of their personal and professional development and of the major influences on that development. The teachers' experience ranged from 4 to 28 years. The most striking finding was the evidence for stages of teacher career development. The teachers described different characteristics during identifiable periods in their careers. Developmental changes seemed to occur in an ordered, hierarchical sequence with each year characterized by different types of changes. The changes occurred gradually and were cumulative. Distinct characteristics were displayed in the first year; the second, third, and fourth years; and the fifth year and beyond. At each phase or stage, there seemed to be an increase of knowledge, leading to a change in attitude, which increased ability, and subsequently changed job performance. The major influences on professonal development were other teachers and prior contact with children. Recommendations arising from this study are provided in the areas of: research, undergraduate teacher education, graduate teacher education, inservice teacher education, and supervision and administration. (JD)

ED 210 259 SP 019 175

Basic Skills Resource Guide.

Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency-Department of Education, Washington, D.C. Basic Skills Improvement Program.

Report No.-WSDPI-Bull-2129

Pub Date-Oct 81

Note-124p.

Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Basic Skills, *Educational Resources, Elementary Secondary Education, Information Sources, Instructional Materials, *Language Arts, *Mathematics Instruction, Professional Associations, *Reading Instruction, Teaching Methods, Validated Programs, *Writing Instruction

Identifiers-Wisconsin

This directory of resources was developed to present current information about teaching techniques, instructional materials, and human resources to enhance elementary and secondary basic skills instruction. The guides' five units cover basic skills, English and language arts, mathematics, reading, and writing. Each unit contains abstracts of selected documents, descriptions of successful local and national basic skills programs, abstracts of nonprint teacher training materials, descriptions of professional organizations, and a list of the Wisconsin Department of Public Instruction staff members who have worked in basic skills. Each listing describes the organization or product, its audience, and possible uses. The address, telephone number, and title of the contact person for each service or program cited are included. (JD)

ED 210 260 SP 019 178

Huberman, A. M.

School-University Collaboration Supporting School Improvement. Volume I: The Midwestern State Teacher Center Network Case.

American Univ., Washington, D.C. Center for Technology and Administration.

Spons Agency-National Inst. of Education (ED), Washington, D.C. Research and Educational Practice Program.

Pub Date-Jun 81

Contract-400-79-0063

Note-275p.; For related documents, see SP 019 179-180.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Administrator Role, *College School Cooperation, Cooperative Planning, Higher Education, *Institutional Cooperation, Linking Agents, Networks, Organizational Communication, Problem Solving, *Regional Cooperation, Resource Centers, School Community Relationship, *School Districts, *Schools of Education, *Teacher Centers, Teacher Participation

A case study was made of an interorganizational arrangement involving collaboration between a college of education, intermediary service agencies, and a collection of schools or school districts. The relationships among partners in the arrangement are examined with a focus on linking mechanisms and boundary-spanning roles. The case study is made of the Statewide Teacher Center Network, and two of its constituent members, the Arcadia Teacher Center and the Three Rivers Teacher Center. All are located in a large, sparsely populated midwestern state. Each of the two centers acted as an intermediary, linking a college of education with surrounding school districts and counties. A description is given of the origins of the Statewide Teacher Center Network and of the Arcadia and Three Rivers Centers. In describing the first two years of collaborations between these institutions, consideration is given to events and activities, available resources, objectives, key persons, barriers and facilitators, and the dynamics of interaction between the institutions. The present collaborative effort is examined, focusing on the main events and institutional context, structure and procedures, changes in objectives, and resource changes. A discussion is presented of the outcomes of the collaborative effort and possibilities for the future. Profiles are given of specific projects at the Arcadia and Three Rivers Centers. Diagrams are presented of the factors that appeared to account for the outcomes obtained in each of the centers studied. (JD)

ED 210 261 SP 019 179

Levinson, Nanette S.

School-University Collaboration Supporting School Improvement. Volume II: The Eastern State Case.

American Univ., Washington, D.C. Center for Technology and Administration.

Spons Agency-National Inst. of Education (ED), Washington, D.C. Research and Educational Practice Program.

Pub Date-Jun 81

Contract-400-79-0063

Note-209p.; For related documents, see SP 019 178-180.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-College Faculty, *College School Cooperation, Higher Education, Information Systems, *Institutional Cooperation, Networks, Organizational Communication, Professional Development, Program Development, *Regional Cooperation, Resource Centers, School Community Relationship, *School Districts, *Schools of Education, *Teacher Centers

This case study focuses on formal agreements between a college of education and individual school districts. The Office of Field Experiences (OFE), founded at Eastern State University's College of Education in the 1960s, formally collaborated with five school districts to establish either teacher centers or professional development centers. Each of these formal collaborations, involving exchanges of resources to establish and maintain the centers, constituted a district-level interorganizational arrangement (IOA). Coordinators of the centers attended monthly OFE meetings. Additionally, OFE held its own retreat, special events, and workshops. The OFE represented a holistic IOA which formally and regularly brought together the coordinators of the separate district level IOAs. Part One of this case study presents a history of the IOA, its historical and institutional context, and the founding of the first centers. Part Two outlines the present configuration of the IOA, changes in objectives, key persons, resource changes, activities, barriers, facilitators, and dynamics between participants. Descriptions are also given of operations of the Cardon County Center and the Hanburg County Center. In Part Three, outcomes are described for the IOA as a whole and for the Cardon and Hanburg Centers. Another section presents a discussion of future possibilities for all units of the IOA. A presentation is given of three episodes which illustrate the interorganizational dynamics of the Eastern State University case. (JD)

ED 210 262 SP 019 180

Havelock, R. G.

School-University Collaboration Supporting School Improvement. Volume III: The Eastern Private University Network Case.

American Univ., Washington, D.C. Center for Technology and Administration.

Soons Agency-National Inst. of Education (ED), Washington, D.C. Research and Educational Practice Program.

Pub Date-Oct 81

Contract-400-79-0063

Note-232p.; For related documents, see SP 019 178-179.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Affluent Youth, *College School Cooperation, *Cooperative Planning, Fellowships, Graduate Students, Higher Education, Information Systems, *Institutional Cooperation, Linking Agents, Networks, Organizational Communication, *Private Colleges, Program Development, Regional Cooperation, Resource Centers, *School Districts, Socioeconomic Status, Staff Development

This case study of an interorganizational arrangement (IOA) involves a set of school districts and a college of education located in one of the most affluent areas in the United States. The school districts had a reputation for being among the strongest in public education, and it was from these schools that the university drew teachers to become professors at the college of education. The history of the Eastern Private IOA, its roots in 1920, its founding, its decline, and its renewal in the 1940s are related. The institutional structure and procedures are described. Profiles of key personnel (graduate students, directors, school district superintendents, and a college president) are presented with descriptions of their individual activities and philosophies. In discussing the IOA, analyses are made of key events, management activities, the Fellows Program, research and written production, intergroup differences, barriers to collaboration, and successful collaborative activities. The dynamics of the IOA are examined, in particular the areas of conflict and consensus, bargaining and exchange, linkages, and knowledge transfer between participating school districts and the college. The future of the network is examined, focusing on the future socioeconomic context, institutional patterns, staffing, changing objectives, and potential resources. Descriptions are given of the Fellows Program and a writing consortium developed by the IOA. An overview is provided of the entire IOA network and how it is organized. (JD)

ED 210 263 SP 019 193

Gallahue, David L.

Planning, Organizing & Implementing Developmental Movement Skill Themes for Elementary School Children.

Pub Date-Oct 81

Note-14p.; Paper presented at the Annual Conference of the Indiana Association for Health, Physical Education, Recreation and Dance (IN, October 30, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum Design, Developmental Stages, Elementary Education, *Individualized Instruction, *Lesson Plans, Movement Education, *Physical Education, *Sequential Learning, *Skill Development, Student Evaluation, Teaching Methods

A four-step approach to planning and implementing a physical education program for children centers on a theme, through which movement skills are developed and refined. In preplanning, a scope and sequence chart are a means of providing a general overview of the school year and the progression involved from year to year. The second step involves observational assessment of pupils so they may be classified as being generally in the initial, elementary, or mature stage of development for the specific patterns being observed. This enables the teacher to implement specific strategies to advance the learner to the next level or stage of development. Once the entry level of the student has been determined, specific means are devised and implemented to foster improvement. It is important that specific skill objectives for each lesson be determined, and that the teacher know when to move on to the next skill theme. The lesson generally consists of four parts: introduction, review of learned skills, the body of the lesson itself, and a summary of the lesson. The final phase consists of continual observation and refocusing of the lesson to achieve a balance between success, challenge, and failure. To accomplish this, constant evaluations and reassessments of pupil progress, interest, and needs enable the teacher to be flexible and to create the most effective learning environment. (JD)

Nonpublic School Enrollment and Staff. New York State 1980-81.
New York State Education Dept., Albany. Information Center on Education.
Report No.-NYSED-81-7100
Pub Date- 81
Note-18p.; Some tables may not reproduce clearly because of small print.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Elementary Secondary Education, *Enrollment Trends, Ethnic Groups, *Private Schools, *Public Schools, Racial Distribution, *Religious Education, *School Personnel
Identifiers-*New York

Charts present data on elementary and secondary students and teachers in public and nonpublic schools in the state of New York. Information is presented on: (1) nonpublic school enrollment by level and religious affiliation, 1980-81; (2) trends of nonpublic school enrollment by religious affiliation, New York State, 1976-77 to 1980-81; (3) trends of public and nonpublic enrollment, 1960-61 to 1980-81; (4) racial/ethnic distribution of nonpublic school enrollment by religious affiliation, 1980-81; (5) instructional staff trends in nonpublic schools, 1976-77 to 1980-81; (6) number of nonpublic schools by religious affiliation, 1976-77 to 1980-81; (7) number of nonpublic schools by educational level, 1976-77 to 1980-81; (8) nonpublic school enrollment by county, Fall 1980; (9) nonpublic school enrollment by religious affiliation, Fall 1980; (10) nonpublic professional staff by county, 1980-81; and (11) nonpublic professional staff by religious affiliation, 1980-81. (JD)

ED 210 265 SP 019 197

Burkhardt, Geoffrey

Teacher Supply and Demand in the ACT Schools Authority: Implications of Enrollment Projections 1981-1986. Research Report.

Australian Capital Territory Schools Authority, Canberra.
Report No.-ISBN-0-642-89514-7
Pub Date-May 81
Note-71p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Elementary Secondary Education, *Enrollment Trends, Foreign Countries, Long Range Planning, Part Time Faculty, *Policy Formation, *Teacher Distribution, Teacher Employment, Teacher Placement, Teacher Promotion, Teacher Retirement, *Teacher Supply and Demand, *Teacher Transfer, Tenure, Trend Analysis
Identifiers-*Australia (Australian Capital Territory)

An analysis of policy options concerning teacher supply and demand in the A.C.T. Australian Capital Territory Schools Authority from 1981 to 1986 is presented. Projections have indicated declining demand for primary school teachers, fewer promotions in primary schools, and the necessity of relocating teachers to areas of expansion. However, comparatively higher annual replacement demand (20 percent) for teachers in the A.C.T. Schools Authority may relieve the initially dismal prognosis for teacher demand suggested by enrollment projections. Opportunities for promotion during this period are considered, and it is concluded that a stationary state'' in the aggregate demand for teachers need not imply stagnation in promotional opportunities for teachers. Primary teachers and principals are warned to be alert to, and prepared for, the necessity for large teacher redeployment among geographical regions within the A.C.T. The necessity for the geographic relocation of some primary and secondary school teachers generates pressure for immediate planning of alternative teacher resource utilization strategies. Policy options considered in this report include: permanent part-time employment for teachers; teacher exchanges; voluntary early retirement schemes; incentives for professional renewal programs; and the issue of voluntary versus compulsory teacher transfers. (Author/JD)

ED 210 266 SP 019 198

Approved Programs in Texas Colleges and Universities for the Preparation of Teachers.

Texas Education Agency, Austin. Div. of Teacher Education and Certification.

Report No.-RE2-833-01

Pub Date-1 Sep 81

Note-164p.

Available from-Texas Education Agency, Division of Teacher Education, 201 East 11th Street, Austin, TX ($3.00 while supply lasts).

Pub Type- Reference Materials (130) - Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Competency Based Teacher Education, Elementary Secondary Education, *Schools of Education, Special Education, *Specialization, *Teacher Education Programs, *Validated Programs, Vocational Education

Identifiers-*Texas

This guide lists approved teacher education programs in Texas institutions and is divided into three parts: (1) college approved programs; (2) approved programs for areas of specialization; and (3) approved competency-based programs. Part One of this guide alphabetically lists the Texas institutions with approved teacher education programs. Certification officers were from colleges and universities in Texas. Under each institution are listed the approved programs as of September 1, 1981. Included in this information is the funding source of the institution, the highest academic degree offered, and the accrediting agencies, as well as the name of the dean and the accrediting officer. Part Two lists institutions with approved specialized programs. This listing is organized alphabetically by the type of specialty and includes the areas of elementary education, secondary education, special education, special services, and vocational education. Part Three provides a list of colleges and universities that have competency based programs approved by the State Board of Education from June 1972 through September 1, 1981. Included in this list are the approval date and the competency based programs offered. (JD)

ED 210 267 SP 019 200

van Vilsteren, Cees A.

A Case Study Research of the Support Actions and Activities of External School Consultants to New Basic School Innovative Schools. (School Support Study).

State Univ. of Utrecht (Netherlands).

Spons Agency-Foundation for Educational Research, Utrecht (Netherlands).

Pub Date-81

Note-21p.; Paper presented at the IMTEC Annual Seminar Educational Change Strategies for the 80's'' (Kijkduin, Netherlands, March 29-April 3, 1981). Prepared by the Institute for Pedagogical and Adult Studies.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Change Agents, *Consultants, *Consultation Programs, *Counselor Characteristics, *Counselor Teacher Cooperation, Educational Environment, Elementary Education, *Elementary Schools, Foreign Countries, Helping Relationship, Inservice Teacher Education, *Instructional Innovation, Professional Services, Teacher Attitudes, Teamwork

Identifiers-*Netherlands

In the Netherlands, the immediate support and coaching of primary schools and kindergartens is institutionalized in a nationwide network of local and regional school support agencies. This research study sought information about the role and characteristics of external consultants and their relationship to the school. Explorative case studies were conducted in eight schools, using interviews, questionnaires, observation, and free data gathering. The theoretical framework for school innovation support by consultants is described, and the activities of consultants and school personnel are discussed. Descriptions are given of the characteristics of the schools, the innovation activities undertaken, and the characteristics of the consultant and his relationship to the school. An analysis is presented of the findings on the following research questions: (1) How do consultants plan their actions along all the relevant action dimensions?; (2) What activities are done by consultants to support the school and the innovation process? Can clusters of activities be distinguished?; (3) What activities are done by consultants to support their relationship with a school? Can clusters of activities be distinguished?; (4) Is it possible to identify mutually different groups of consultants?; and (5) What variables within the school innovation support situation can be identified as probable factors causing differences in support activities? (JD)

ED 210 268 SP 019 202

Beckum, Leonard C. Dasho, Stefan J.

Accommodating Diversity: An Assessment of Teacher Training Needs in Newly Desegregated Schools. Multi-Ethnic School Environments.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-MESE-814

Pub Date-Apr 81

Contract-OB-NIE-G-78-0203

Note-41p.; Prepared through the Multi-Ethnic School Environment Project.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Basic Skills, Classroom Environment, Elementary Education, Elementary School Teachers, *Inservice Teacher Education, *Magnet Schools, *Multicultural Education, School Desegregation, Teacher Administrator Relationship, *Teacher Characteristics, *Teacher Effectiveness, Teaching Methods

Classroom practices of selected teachers in two school districts were studied to provide a research base for the development of inservice training in newly desegregated or multiethnic schools. This report discusses the second study, which tested the validity of implications drawn from the first study. Schools in the second study had initiated magnet programs with two formats: an extended learning program for gifted children; and a back to basics program. Seven teachers from two elementary schools participated in the study. Ethnographic observers, film, and self-report by the teachers were used to collect data. Following a description of the characteristics of the teachers and classrooms, observations on findings in six areas are presented: (1) instructional practices; (2) classroom management; (3) encouraging social interaction; (4) inculcation of values; (5) involvement with the community; and (6) followup discussions with the teachers. A comparison of the findings in the two studies showed the low priority of inservice training in school districts, the noninvolvement of the principals, and difficulties faced by teachers in achieving their needs in multicultural education methods. It is concluded that, since the proportion of minority students is increasing, schools must examine the components of successful multiethnic school environments and must address questions that have, in many cases, been avoided. (FG)

ED 210 269 SP 019 203

Stallings, Jane A.

The Secondary School Teacher as an Adult Learner.

Pub Date-81

Note-54p.; Paper presented at the Annual Convention of the American Psychological Association (1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Classroom Techniques, *Inservice Teacher Education, Program Effectiveness, *Reading Instruction, *Remedial Reading, Secondary Education, *Secondary School Teachers, Student Teacher Relationship, *Teacher Workshops, Teaching Styles

This paper discusses the Study of Teaching Basic Reading Skills in Secondary Schools, a project that devised an inservice training model for secondary school teachers who needed skills in reading instruction. In Phase I of the study, 46 secondary reading classrooms were observed to examine the relationship between teaching practice and student gains in reading. The results of this phase provided specific guidelines for effective instructional strategies to use with secondary remedial reading students. Needs were found in the areas of interactive instruction, supportive behavior, off-task activities, and organization and grouping. In Phase II, the findings were translated into a series of workshops for 47 teachers in the districts where Phase I was conducted. One neighboring district was also included. Half of the teachers, the treatment group, were trained; the other half, the control group,

received no training until the end of the experiment. Twenty-two of the 24 treatment teachers changed behavior in recommended ways, and their students made more reading gains than did students of teachers in the control group. Appended to the paper are tabular data supporting the findings and a description of the seven workshops in Phase II. (Author/FG)

ED 210 270 SP 019 225

Background Materials for the Professional Preparation Component of the Undergraduate Program Leading to the Provisional High School Certificate.

Kentucky State Dept. of Education, Frankfort. Div. of Teacher Education and Certification.

Pub Date-Nov 81

Note-46p.

Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Competency Based Teacher Education, Education Courses, Field Experience Programs, Higher Education, *Minimum Competencies, *Preservice Teacher Education, Secondary Education, *Secondary School Teachers, Statewide Planning, *Teacher Education Curriculum, *Teacher Qualifications, Teaching Skills

Identifiers-*Kentucky

The materials in this document describe the professional education component of the preparation of secondary school teachers in Kentucky as envisioned by high school teachers, teacher educators, school administrators, and representatives of professional organizations and learned societies. The primary impetus for the revision of regulations came from public school teachers in response to a perceived schism between public expectations of the teachers' role and their own preparation for that role. The eight teaching competency areas described here present a sequential curricular framework that incorporates basic principles of both theoretical and experiential learning. The competency areas are: (1) orientation to secondary education; (2) foundations of learning and human development; (3) generic teaching skills; (4) individualized educational planning; (5) teaching strategies and methods; (6) human interaction in the school; (7) the professional teacher in the school; and (8) student teaching. Within each area, minimum competencies are suggested, and field or laboratory experiences are listed. Thirty needs and concerns that had been identified by classroom teachers are related to the applicable competencies. (FG)

ED 210 271 SP 019 230

Wittig, Arno F.

Considerations of Sex, Sex Role, and Competition Anxiety.

Pub Date-81

Note-13p.; Paper presented at the Annual Conference of the Indiana Association of Health, Physical Education, Recreation, and Dance (West Lafayette, IN, October, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Androgyny, Athletes, Athletic Coaches, *Fear of Success, *Females, *Goal Orientation, Physical Education, Self Evaluation (Individuals), Sex Differences, *Sex Role, *Social Attitudes, *Womens Athletics

Recent growth of sport psychology research has led to studies of the attitudes of women in sports. Using the Bem Sex Role Inventory and the Sport Competition Anxiety Test with 736 male and female subjects, one study found that: (1) Males with a masculine self description had the lowest levels of sports anxiety; (2) The feminine'' males had a very high level of sports anxiety; and (3) All females, regardless of sex role endorsement, scored at about the same level. Another study of female high school volleyball teams found that, regardless of the subjects' age, sports experience, and team status, masculine characteristics were attributed to both male and female team coaches. Schema theory (a branch of cognitive psychology that accounts for mental structures that represent internalized knowledge and interpretation) can be used to interpret these findings. Since all athletes have learned the ubiquitous schema that sports are masculine, it follows that males with feminine self descriptions would have higher levels of sports anxiety, and that females, conditioned to think of sports as masculine, are all equally anxious to satisfy their sex role schema. This rationale provides some answers for questions about psychological responses to physical education and about students' role expectations for coaches, but more investigation in these areas is needed. (FG)

ED 210 272 SP 019 241

Professional Laboratory Experiences in Georgia Teacher Education.

Georgia State Dept. of Education, Atlanta. Office of Planning and Evaluation.

Pub Date-Oct 80

Note-20p.

Pub Type- Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affiliated Schools, College School Cooperation, Cooperating Teachers, Elementary Secondary Education, *Field Experience Programs, Higher Education, Preservice Teacher Education, *State Boards of Education, *State Standards, *Student Teachers, Student Teacher Supervisors, *Teacher Education Programs, Teaching Experience

Identifiers-*Georgia

This guide provides an outline of the policies, procedures, responsibilities, and functions of Georgia agencies and individuals participating in laboratory experiences for teacher education students. In Unit I, the policies of the Georgia Board of Education relating to laboratory experiences are presented. Criteria are listed for: professional laboratory experiences; selection of professional laboratory centers; selection of supervising teachers; and the preparation of supervising teachers. Policies regarding the roles and responsibilities of professional laboratory participants and other services are also presented in this unit. The second unit defines the roles and responsibilities of the Georgia Board of Education, college faculty, and public school personnel in professional laboratory experiences. Procedural steps in initiating laboratory experiences are outlined in Unit III: selection of sites; placement of students; and cooperative evaluation. Appendices contain a glossary, a sample agreement between state agencies (a county board of education and a state college), and a list of Georgia teacher education institutions. (FG)

TM

ED 210 273 TM 810 670

Donlon, Thomas F.
Judged Similarity of Aptitude and Achievement Tests in Mathematics.
Pub Date-81
Note-10p.; Paper presented at the New England Educational Research Organization (Lenox, MA, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Tests, *Aptitude Tests, Comparative Analysis, *Item Banks, *Quantitative Tests, Secondary School Mathematics, *Specifications, *Test Format, Test Items
Identifiers-*Scholastic Aptitude Test

This study attempts to establish the ability of a panel of five judges with varied mathematics background to distinguish between two types of mathematical tests by separating their component items when they are presented in a mixed pool of aptitude and achievement tests. Typically, the two tests show high correlation. The judges showed about 70% success in their judgments, which points to a clear distinction between the tests. In examining the items which were consistently misclassified, the general conclusions were that certain achievement items exhibit aptitude-item characteristics, and vice-versa. The use of more formal specifications might be useful in controlling the correlation between the tests. However, as mathematics curricula introduce formerly advanced topics at earlier times, such specifications will probably become increasingly difficult to establish. (Author/AL)

ED 210 274 TM 810 674

Tobin, Kenneth G. Capie, William

Measuring Pupil Engagement.

Pub Date-Apr 81

Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Classification, *Classroom Research, Data Collection, Intermediate Grades, Learning Processes, *Measurement Techniques, Process Education, Science Education, *Student Behavior, *Student Characteristics, Teacher Behavior, Teaching Methods, *Time on Task

Identifiers-Generalizability Theory

This paper advocates categorization of engagement on the basis of a logical relationship with the outcomes of a study and the use of student attributes that are logically related to engagement and/or achievement as covariables. Results from a study involving nine engagement categories, measures of formal reasoning ability, locus of control and science achievement are used to highlight issues related to student engagement measures. The possibility of increasing the reliability of selected engagement categories through manipulation of student behavior is discussed. Generalizability theory is used to plan reliable data collection procedures and to assess the reliability of engagement measures. (Author)

ED 210 275 TM 810 716

Halpin, Glennelle Halpin, Gerald

Testing: A Key to High Student Achievement but Low Student Ratings?

Pub Date-Sep 80

Note-26p.; Revision of a Paper presented at the Annual Meeting of the American Psychological Association (Montreal, Canada, September, 1980).

Pub Type- Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, Course Evaluation, Difficulty Level, Higher Education, *Learning Processes, Literature Reviews, *Retention (Psychology), *Student Attitudes, *Study, Test Format, *Testing, *Test Use, Undergraduate Students

A review of the literature on the influence of testing on learning and retention reveals the need for more comprehensive research findings in this regard. This study was designed to investigate further the direct effects of tests in contrast with no tests on learning and retention in ongoing college-level classes with both the instructor and the students going about the daily business of teaching and learning. It probed further to determine if it was taking the test or studying for it or both which effected learning and retention if indeed such effects were replicable. Test type (multiple-choice and short answer) and item complexity (knowledge and concept) were also variables studied. Moving from the cognitive domain to the affective domain, this study focused on the students' feelings when they did/did not have to study for and take a test. Analyses of the resulting data showed that students who studied for and took a test not only achieved more but also retained their learning longer than students who studied in order to learn than for a test.'' However, student ratings of construction were lower when students were tested. (Author/AL)

ED 210 276 TM 810 728

McCormick, Douglas And Others

Empirical Identification of Hierarchies.

Spons Agency-Department of Justice, Washington, D.C. National Inst. of Justice.
Pub Date-Apr 81
Grant-79-NI-AX-0065
Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981). Small print in figures.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cluster Analysis, Factor Analysis, *Research Methodology, *Statistics
Identifiers-Empirical Analysis, *Hierarchical Cluster Analysis, *Matrix Operations, Order Analysis

Outlining a cluster procedure which maximizes specific criteria while building scales from binary measures using a sequential, agglomerative, overlapping, non-hierarchic method results in indices giving truer results than exploratory facotr analyses or multidimensional scaling. In a series of eleven figures, patterns within cluster histories reveal the structure of the data. If true clusters exist in the data, one way they reveal themselves is by a sharp drop in the index values as an item outside the true cluster is added. In spatial terms, this represents a moat'' surrounding the cluster; a low region of density between regions of higher density which are the clusters themselves. A series of analyses were conducted using artificial data which had a known cluster structure. The Birnbaum test model was used to produce unidimensional scales of three sizes, which were combined with six outliners to make the raw data for analysis. Means, variances, and distribution shapes were varied for the Birnbaum parameters of difficulty, ability and discrimination. (Author/CE)

ED 210 277 TM 810 756

Roby, Wallace R.
The 1979-80 Evaluation of the Title VII Bilingual Program, Project Cumbre, at the Ann Street Bilingual School of Hartford, Connecticut.
Hartford Public Schools, Conn.
Pub Date-Nov 80
Note-43p.
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Bilingual Education, *Bilingual Schools, Bilingual Teachers, Elementary Education, *English (Second Language), Language Proficiency, *Language Skills, Parent Participation, *Program Evaluation, *Spanish
Identifiers-Elementary Secondary Education Act Title VII, *Hartford Public Schools CT

An evaluation report of second year accomplishments at the Ann Street Bilingual School is presented. Objectives are established for students, instructional personnel, and parents at the school, the testing programs, standards set, and results for each are explained. Kindergarten students were expected to meet established standards in Spanish and English language skills and demonstrate high self concepts. Students in grades one through seven were expected to improve English and Spanish language skills and proficiency. They should have improved their levels of math, science, English reading, and social studies skills. These improvements are compared to the level of students in other Hartford bilingual programs. The instructional personnel were to strive for improved classroom teaching, student learning, and to improve professionally. They were expected to contribute their services for the success of the school program. The parents of students were to visit the school, participate in school activities and parent education programs. The most important result is the general superiority of Ann Street students' skills in Spanish reading, oral English, and oral Spanish over their counterparts in other Hartford bilingual schools. The expectations for improvement in English reading were not met. Establishment of a reading resource room is recommended. (DWH)

ED 210 278

TM 810 776

Spooner, Kendrick L.
Model Business and Office Block Program for Rural Schools. Second Year Evaluation.
Center for Education and Management, Inc., Kersey, Colo.
Pub Date-Oct 80
Note-69p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Business Education, High Schools, *Program Evaluation, *Rural Schools, Secondary Education
Identifiers-*Colorado, *Model Business and Office Block Program

Program supervisors for Business and Office Education (BOE), State Board for Community Colleges and Occupational Education completed a second year evaluation of Model Business and Office Block Program for rural schools. Data analysis and report writing were completed by a private consultant. On site visits were conducted and performance tests were administered. The case studies identified the improvements in the program. These included: increased capability for delivery cap-stone experiences such as cooperative education or stimulation, and an improved instructional management system. The testing indicated no significant differences among students in this year's key school program as compared to the control school utilized in last year's evaluation. Weaknesses or areas of improvement identified in this year's Model BOE Block Program as contrasted with those identified last year include: lower student performance on typing speed tests and fewer students enrolling in the business and office program having a career objective compatible with training they received. The evaluation ascertained no significant difference in student performance on the Civil Service and typing tests. The program faculty's utilization of the advisory committees was the same as last year and needs improvement. Administrative support for the program was positive. (Author/DWH)

ED 210 279 TM 810 816

Louis, Karen Seashore

Product, Process and People in the R&D Utilization Program. The Power of the Interventions.

Abt Associates, Inc., Cambridge, Mass.

Spons Agency-National Inst. of Education (ED), Washington, D.C. Research and Educational Practice Program.

Pub Date-Apr 81

Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 16, 1981). Small print in Table 9.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Secondary Education, Federal Aid, *Federal Programs, *Government School Relationship, *Intervention, Program Effectiveness, Research Utilization, *School Involvement, School Policy

Identifiers-*Research and Development Utilization Program

An examination of the effect of intervention strategies utilized in the Research and Development Utilization (RDU) Program on school improvement outcomes was the subject of this document. The basic Federal/State approaches to support local school improvement efforts are a coercive/manipulative approach, direct support, or indirect support. Indirect support may take the form of technological or process/people support. RDU strategy, however, emphasizes voluntary involvement and small amounts of federal seed money funding. The major emphasis is on providing technological and process/people support in a local school improvement effort. RDU intervention combines strategies which produce important predictor variables. These variables are product quality, product characteristics, and breadth of participation. The degree to which the outcome is achieved is largely a function of the internal processes and the less manipulable site characteristics. (DWH)

ED 210 280 TM 810 849

Roecks, Alan L. Casper, Paul

The Using Evaluation Data Form.

Education Service Center Region 20, San Antonio, Tex.
Pub Date-Nov 80
Note-38p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Evaluation Methods, *Evaluative Thinking, *Program Evaluation
Identifiers-*Evaluation Utilization, *Using Evaluation Data Form

The Using Evaluation Data Form (UEDF) represents a psychological lever for getting a program's decision maker to consider major evaluation findings. The form may be used at any point of the evaluation process when sufficient data exist to support a finding deserving of action or reaction by the project staff. By local policy, it is required for inclusion in all end-of-year evaluation reports. Findings are results of evaluation activities conducted throughout the year. The process of the form's use is initiated when the evaluator lists, in draft form, findings the evaluator desires to be considered for possible action by the project manager. Findings are reported descriptively rather than judgmentally. In most instances, the evaluator will discuss these findings with the project manager. Each finding is addressed by the manager, indicating the action taken, or to be taken. Justification for no action or action contrary to the findings, must be explained. The Action'' column represents the project manager's reply to the evaluation findings. An example form is attached for review. The form is effective to the extent that the system requires the program people be committed to a course of action in response to evaluation data. (Author)

ED 210 281 TM 810 850

Zentner, John Schoolcraft, Mary

Metro Area General Plan. The School District's Analysis.

Eugene School District 4J, Oreg. Div. of Research, Development, and Evaluation.

Spons Agency-Bethel School District, Eugene, Oreg.; Springfield Public Schools, Oreg.

Pub Date- 80

Note-106p.

Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Board of Education Role, *Educational Facilities Planning, Elementary Secondary Education, *Government School Relationship, *Long Range Planning, *Metropolitan Areas, *Policy Formation, *School Districts

Identifiers-Oregon, *Oregon (Eugene)

The 1990 Plan is a comprehensive planning guide for the local governments of the City of Eugene, City of Springfield and Lane County, Oregon. The Metro Area General Plan is of significance and concern to the school districts of Eugene, Bethel and Springfield. A conflict of authority is created by mandating that control of major public investments be both planned and coordinated on a metropolitan wide basis. The actual control over major public investments does not reside in one authority, therefore the statutory right of the school board to locate schools is abrogated. Reported findings in the public utilities, services and facilities section are unsubstantiated in fact, and do not make a clear distinction between elementary schools and community. Without clear district policy on the provision of neighborhood schools, the question of whether the plan can mandate a policy to the school district based on citizen perceptions of past practice arises. The school district should find it possible to resolve these concerns without resorting to legal solutions. (DWH)

ED 210 282 TM 810 860

Program Related Evaluation (Manual and Staff Development Package).
Los Angeles Unified School District, Calif. Research and Evaluation Branch.
Pub Date-Jul 80
Note-86p.
Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Educational Assessment, *Educational Quality, Elementary Secondary Education, *Program Evaluation, *Research Committees, *Staff Development, Staff Orientation

This is a manual designed to accompany staff development sessions in which research and evaluation personnel will discuss key areas with administrators, evaluators in schools, and area office personnel. Forms and methods for assessment and reporting of pupils' progress in a local school's instructional program are illustrated. The state requirements in regard to on-going evaluation are enumerated. The methods of establishing an evaluation committee and the functioning of it to review program implementation, quality, outcomes for students and staff, and the match between budget and expenditures are outlined. Specific forms are reproduced and directions for their use are included. Program evaluation requires a sound communication network among staff to be effective. This manual provides detailed instructions for establishing an effective evaluation committee. (DWH)

ED 210 283 TM 810 884

Speaking Assessment, 1981. Final Report.

Massachusetts State Dept. of Education, Boston. Bureau of Research and Assessment.

Pub Date-Aug 81

Note-85p.

Pub Type- Reports - Research (143) - Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Achievement Rating, Grade 8, *Inservice Teacher Education, Junior High Schools, *Observation, *Speech Communication, Speech Evaluation, Speech Skills, *Student Evaluation, Training Methods

Identifiers-*Basic Skills Improvement Policy (Massachusetts)

The Bureau of Research and Assessment developed a two-staged approach for assessing speaking skills. All students were to be initially rated by two of their current classroom teachers- (teacher observations). A limited number of students would be assessed by a rater in a focused measure of student performance (one-on-one ratings). The purpose of the 1981 study was improvement of materials used to train teachers and individual raters. Training materials were substantially revised. Reliability of teacher ratings and individual raters were studied. The one-on-one rating was found to be a more valid measure of speaking skills. It is the preferred method because it is standardized and a reliable measure when administered by trained, approved raters. Results can be reviewed because the measure is obtained in a controlled setting. If necessary, ratings can be conducted by an outside agency and can be audited and verified. The one-on-one rating measure is not ready for dissemination at this time. Training materials need more revision and the method for determining whether raters will be reliable needs to be expanded and tested. (DWH)

ED 210 284 TM 810 895

Boyce, Carolyn M. Darlington, Richard B.

Black Proficiency in Abstract Reasoning Ability.

Pub Date-Apr 81
Note-10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (52nd, New York, NY, April, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Abstract Reasoning, *Black Students, *Cognitive Ability, *Intelligence Differences, *Racial Differences, Secondary Education, Standardized Tests, *White Students
Identifiers-*Jensen (Arthur R)

Arthur Jensen has argued that genetic differences in abstract reasoning ability, not cultural bias in the test item, are the causes of differences in standardized test performance between American Blacks and Whites. He used a study by Frank McGurk to support his argument. McGurk's study used test items judged most cultural or least cultural. These were administered to a sample of pairs of black and white high school seniors matched or age, educational status, and other demographic characteristics. The autnors analyzed the McGurk study. They found an analysis of the data demonstrates that black-white differences are constant across the major types of tasks used in tests of mental ability. Abilities tested are association note memory, abstract reasoning and problem solving ability. (DWH)

ED 210 285 TM 810 908

Smith, P. L.
On the Distinction Between Quantitative and Qualitative Research.
Pub Date- 79
Note-15p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Measurement Techniques, *Research Methodology, Scientific Methodology
Identifiers-Metaphysics, Pragmatism, *Qualitative Research, *Quantitative Research

Quantitative and qualitative research are differing modes of measurement, one using numbers and the other not. The assignment of numerals to represent properties enables a researcher to distinguish minutely between different properties. The major issue dividing these approaches to empirical research represents a philosophical dispute

which has traditionally been resolved in one of four ways. In classical metaphysics, qualities have been conceived as objective, non-natural properties. They are seen as objective facts which reside outside of nature and cannot be known through experience, or studied scientifically. In phenomalism, qualities have been conceived as subjective and could not be studied rationally or scientifically. Subjective, rather than objective, reality is important to this method. In positivism, qualities have been conceived as objective natural properties ultimately reducible to quantities. This view considers qualities as such to be a function of perception. Abstract ideas are meaningful to the positivist only if they can be defined in terms of concrete, particular things. The pragmatic view maintains qualities can be studied scientifically, as well as rationally. This view thinks of the empirical world as encompassing features that are inherently abstract. The author believes pragmatism provides the strongest case for qualitative research. (DWH)

Landon, Glenda L. Shirer, William R.

District Data Base Handbook.

Wisconsin School Evaluation Consortium, Madison.
Pub Date-81
Note-116p.; For related documents see TM 810 946-948.
Available from-Wisconsin School Evaluation Consortium, 409 Education, University of Wisconsin-Madison, Madison, WI 53706 ($150.00 per set).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Databases, *Data Collection, Evaluation Methods, *Program Evaluation, *School Districts, *School Surveys, Self Evaluation (Groups)

This handbook provides guidance to district-wide steering committees about how to compile a database. A district database should contain two types of information including general contextual data that are broadly germane and relevant to all programs. The second type of information is about specific programs. The database should begin as a minimal document to which information is added during the period of evaluation. Several questionnaires, opinionnaires, and surveys are illustrated to be administered as shown or adapted to individual district needs. These instruments are designed for administration to the community, students, and staff. The district database may be used as a planning or information document. (DWH)

ED 210 287 TM 810 924

Educational Improvement Act: Diagnostic Testing.

Kentucky State Dept. of Education, Frankfort. Office of Research and Planning.
Pub Date-81
Note-36p.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Diagnostic Tests, Elementary Secondary Education, *Quantitative Tests, *Reading Tests, State Departments of Education, *State Programs, State School District Relationship, *Testing Programs
Identifiers-Diagnostic Mathematics Inventory, *Kentucky State Department of Education, Prescriptive Reading Inventory

The Kentucky Department of Education has a responsibility to provide technical assistance and consultative services to local school districts. Descriptions of the state selected diagnostic reading test, the Prescriptive Reading Inventory (PRI) and the diagnostic math test, the Diagnostic Math Inventory (DMI), are explained. Each school district in the state has the option of utilizing the state diagnostic test services or choosing an appropriate alternate form of diagnostic assessment. These tests are to be administered to students identified by screening instrument or teacher judgement as being most in need of assistance. Materials are available for grades four, six, eight, and eleven. Detailed instructions for training examiners and proctors are included in the manual. A description of the PRI and DMI, along with report and scoring forms are included. A scoring service is provided by the state. Recommended activities of the Educational Improvement Program coordinator are listed. (DWH)

ED 210 288 TM 810 927

Apling, Richard Bryk, Anthony

Evaluation Approaches: A Focus on Improving Early Childhood Title I Programs.

Huron Inst., Cambridge, Mass.

Spons Agency-Department of Education, Washington, D.C.

Pub Date-Dec 80

Note-66p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Early Childhood Education, *Evaluation Methods, Informal Assessment, *Program Evaluation, Program Improvement, Self Evaluation (Groups)

Identifiers-*Elementary Secondary Education Act Title I, External Evaluation, Qualitative Analysis, Quantitative Analysis

Prepared as part of a United Stated Education Department project on evaluation in early childhood Title I (ECT-I) programs, this is one of a series of resource books developed in response to concerns expressed by state and local personnel about early childhood Title I programs. By considering: (1) who will use the evaluation results; (2) what kinds of information are users likely to find most helpful; (3) in what ways might this information aid in program improvement; and (4) are the potential benefits substantial enough to justify the cost and effort of evaluation. The purpose is not to be a comprehensive technical manual, but rather to help local school personnel identify issues that might merit further examination and to guide the choice of suitable evaluation strategies to address those issues. From the initial program review methods, citing the human resource requirement and procedures for conducting self-study and outside review, the document outlines quantative methods (such as structured process evaluation, product evaluation and process-product evaluation) and qualitative methods (investigative evaluation, ethnographic evaluation, and documentation) and lists reasons to choose a method and outlines how to implement the plan. The underlying theme would have the reader use this as a springboard for beginning evaluation. (CE)

ED 210 289 TM 810 930

Janik, Carol J. And Others

Informed Consent: Reality or Illusion?

Carnegie-Mellon Univ., Pittsburgh, Pa.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-Jun 81

Contract-400-78-0043

Note-20p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Contracts, *Health Services, *Humanization, Patients, *Physician Patient Relationship, Physicians, *Specifications

Identifiers-*Informed Consent, Medical Record, *Patients Rights

The goal of this study was to produce an improved medical consent form. This form was designed to record the informed consent discussion between doctor and patient which should include an explanation of what procedure will be performed, by whom, why, the risks, and the alternatives. Patients, doctors, and hospitals may all benefit from the use of consent forms. Three considerations in devising a consent to surgery form included the best way to improve readability for patients, specificity of information, and improvement of design to make it more frequently utilized. The revised form was evaluated by lawyers, nurses, doctors, and subjects from the general public. The author believes ideal documents cannot be produced until all patients are willing to be fully informed and all doctors are willing to inform them. (DWH)

ED 210 290 TM 810 931

Bryk, Anthony Woods, Elinor

An Introduction to the Value-Added Model and its Use in Short Term Impact Assessment.

Huron Inst., Cambridge, Mass.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-Dec 80
Note-53p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Early Childhood Education, *Evaluation Methods, *Federal Programs, *Mathematical Models, Program Evaluation
Identifiers-*Elementary Secondary Education Act Title I, Evaluation Problems, *Value Added

This resource book examines the value-added model approach when used in assessing early childhood Title I (ECT-I) programs. The evaluation design must be able to separate program effects from natural maturation. The basic idea behind the value-added model builds on the notion of natural maturation. The major strengths are that it does not require a comparison group or the use of a norm referenced test. The major weaknesses are its usefulness only for the assessment of skills or attributes which show a natural development with age over the duration of the program. Selection procedures may disguise the relationship between age and skill development among a particular group of program participants. Finally, it can require complex statistical calculations. This method attempts to derive a great deal of information from a situation with little data and little external control. The validity of results from the value-added model may be questioned in situations where one wishes to assess the short-term impact of an ECT-I program and the available sample size is relatively small. A possible solution is pooling data across multiple years of the program or across several sites that are implementing similar activities. (DWH)

ED 210 291 TM 810 934

Gold, Robert S.

Measurement of the Perceived Characteristics of Evaluation Recommendations.

Pub Date- 79

Note-19p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Change Agents, Evaluation, *Evaluators, *Measurement Techniques, *Reliability, Semantic Differential

Identifiers-*Evaluation Reports, *Evaluation Utilization, Maine Health Education Resource Center

A study was conducted on the measurement of the characteristics of innovation. The results or specific recommendations of evaluation studies may be assessed for their likelihood of adoption and implementation based on these characteristics. As the recommendations are perceived more positively, the level of utilization should increase. The semantic differential technique developed by Osgood, Succi, and Tannenbaum was used to measure the characteristics in this study. The Statistical Package for the Social Sciences Reliability sub-program was used to assess the internal consistency of the scales to identify which recommendations are positively perceived. With this knowledge, an evaluator/change agent may be better able to judge where efforts should be directed. (DWH)

ED 210 292   TM 810 936

McNeil, Judy T.

National Evaluation of Head Start Educational Services and Basic Educational Skills Demonstration Programs. Project Report 7: Description and Analysis of Program Data: Head Start Sample Programs. Draft.

NTS Research Corp., Durham, N.C.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-8 Feb 80

Contract-HEW-105-78-1306

Note-99p.; For related documents, see TM 810 937-942.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Basic Skills, *Compensatory Education, Disadvantaged Youth, Economically Disadvantaged, *Evaluation Methods, *Field Tests, Longitudinal Studies, Parent Participation, Preschool Education, *Preschool Evaluation, Program Descriptions, *Program Evaluation, Program Implementation, Research Design

Identifiers-*Project Head Start

The overall purpose of the national Head Start evaluation is to assess the impact, on the children and parents being served, of: (1) the educational services component of Head Start, and (2) a new demonstration program within Head Start, Basic Educational Skills. The evaluation deals with a total of 65 Head Start programs and their families. This longitudinal study will focus on the preschool and elementary experiences of three groups: those in typical Head Start programs, those who are eligible but not enrolled in Head Start, and those who participate in the Basic Educational Skills program. The dominant issue is the relationship between program delivery and program effects on a national scale. Site visits to selected Head Start programs were conducted in spring, 1979. The results of these site visits are reported in terms of determinants of implementation, characteristics of the program and its context, implementation/process variables, curriculum resources, parent involvement, continuity, and opportunity to benefit. Future phases of the evaluation are described. (BW)

ED 210 293 TM 810 937

National Evaluation of Head Start Educational Services and Basic Educational Skills Demonstration Programs. Project Report 6: Description and Analysis of Program Data, Basic Educational Skills Initiative NTS Research Corp., Durham, N.C.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date- 80
Contract-HEW-105-78-1306
Note-424p.; Appendices for TM 810 936; For other related documents, see TM 810 938-942.
Pub Type- Tests/Questionnaires (160) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-Basic Skills, *Classroom Observation Techniques, *Compensatory Education, Disadvantaged Youth, Economically Disadvantaged, *Interviews, Preschool Education, *Preschool Evaluation, *Program Evaluation, Scores
Identifiers-*Project Head Start

The overall purpose of the national Head Start evaluation is to assess the impact, on the children and parents being served, of: (1) the educational services component of Head Start, and (2) a new demonstration program within Head Start, Basic Educational Skills. The evaluation deals with a total of 65 Head Start programs and their families. This volume contains the data collection instruments used during the site visits to 65 selected Head Start Programs (interview instruments, and the Alternative Classroom Environment Scales) and the responses to each of those instruments. (BW)

ED 210 294 TM 810 938

Posante-Loro, Rebecca And Others
National Evaluation of Head Start Educational Services and Basic Educational Skills Initiative Project Report 9: Procedures in the Implementation of the Study Design, 1978-79. Draft.
NTS Research Corp., Durham, N.C.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-1 Nov 80
Contract-HEW-105-78-1306
Note-83p.; For related documents, see TM 810 936-942.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Basic Skills, *Compensatory Education, *Data Collection,

Disadvantaged Youth, Economically Disadvantaged, Evaluation Methods, Field Tests, Preschool Education, *Preschool Evaluation, *Program Evaluation, *Research Design, Testing
Identifiers-*Project Head Start

The overall purpose of the national Head Start evaluation is to assess the impact, on the children and parents being served, of: (1) the educational services component of Head Start, and (2) a new demonstration program within Head Start, Basic Educational Skills (BES). The evaluation deals with a total of 65 Head Start programs and their families. This report discusses the issues and logistics involved in the evaluation activities which took place during the period from October 1978 through December 1979. Head Start and BES sites were selected, 46 week-long site visits were made, children were selected to serve in control groups, and children in Head Start or BES programs and control group children were tested. (BW)

ED 210 295   TM 810 939

National Evaluation of Head Start Educational Services and Basic Educational Skills Demonstration Programs. Project Report 9: Implementation of the Study Design. Appendices.

NTS Research Corp., Durham, N.C.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date- 80

Contract-HEW-105-78-1306

Note-246p.; documents, see TM 810 936-942.

Pub Type- Tests/Questionnaires (160) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Basic Skills, *Classroom Observation Techniques, *Compensatory Education, Disadvantaged Youth, Economically Disadvantaged, *Field Tests, *Interviews, Personnel Selection, Preschool Education, *Preschool Evaluation, Program Descriptions, *Program Evaluation, Research Projects

Identifiers-*Project Head Start

The overall purpose of the national Head Start evaluation is to assess the impact, on the children and parents being served, of: the educational services component of Head Start, and a new demonstration program within Head Start, Basic Educational Skills. The evaluation deals with a total of 65 Head Start programs and their families. These appendices contain: (1) letters and information to the programs from the Administration for Children, Youth and Families, and NTS Research Corp.; (2) the program interview instruments; (3) the Alternative Classroom Environment Scales; (4) the site visitor training agenda; (5) a description of methods used to present the study; (6) the guidelines followed to hire field staff; (7) the site report booklet; and (8) the parent interview instrument. (BW)

ED 210 296 TM 810 940

Griffin, Virginia And Others

National Evaluation of Head Start Educational Services and Basic Educational Skills Initiative. Project Report 10: Phase II, Fall 1979 Child Data Collection. Draft.

NTS Research Corp., Durham, N.C.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date-1 Nov 80

Contract-HEW-105-78-1306

Note-51p.; For related documents, see TM 810 936-942; The tables on page 9 and 10 are marginally legible due to small print.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Basic Skills, *Compensatory Education, *Data Collection, Disadvantaged Youth, Economically Disadvantaged, Preschool Education, *Preschool Evaluation, *Program Evaluation, *Quality Control

Identifiers-*Project Head Start

The overall purpose of the national Head Start evaluation is to assess the impact, on the children and parents being served, of: (1) the educational services component of Head Start, and (2) a new demonstration program within Head Start, Basic Educational Skills (BES). The evaluation deals with a total of 65 Head Start programs and their families. This report is a brief summary of the data collection activities in 25 Head Start communities and 11 BES Head Start programs in fall, 1979. The first chapter contains an outline of the purpose, field procedures and production in non-BES Head Start programs which were randomly selected. The second chapter presents the purpose, procedures and production information concerning the BES programs. The third chapter describes the data management procedures for both Head Start and BES. The fourth chapter discusses the advances in the implementation of the study made is part of the Phase II activities. (Author/BW)

McNeil, Judy T. And Others
National Evaluation of Head Start Educational Services and Basic Education Skills Initiative Programs. Project Report 11: The First Cohort of Children. Final Project Report.
NTS Research Corp., Durham, N.C.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-12 Mar 81

Contract-HEW-105-78-1306
Note-254p.; For related documents, see TM 810 936-942; Some tables marginally legible due to small print.
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Basic Skills, *Compensatory Education, *Data Collection, Disadvantaged Youth, Economically Disadvantaged, Preschool Education, *Preschool Evaluation, *Preschool Tests, *Program Evaluation, Student Characteristics, Test Construction
Identifiers-*Project Head Start, Randomization (Statistics)

The overall purpose of the national Head Start evaluation is to assess the impact, on the children and parents being served, of: (1) the educational services component of Head Start, and (2) a new demonstration program within Head Start, Basic Educational Skills. The evaluation deals with a total of 65 Head Start programs and their families. This report describes the activities directly relevant to the child test data, including the development of the test battery and the data collection procedures, and presents analyses of those data. The process for selection of the child measures for the fall 1979 data collection is summarized. The procedures used for the assignment of children to groups and the collection of child descriptive and test data are described. The children in the first cohort are described in terms of background and test information. The random assignment process is reviewed and the psychometric properties of the child measures are described. Appendix A contains a copy of the child testing booklet. (Author/BW)

ED 210 298 TM 810 942

National Evaluation of Head Start Educational Services and Basic Educational Skills Initiative Project Report 11: Description and Analysis of Fall 1979 Child Pretest Data. Appendix B, Part 2: Item Response Distribution Tables. Draft.

NTS Research Corp., Durham, N.C.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-10 Dec 80
Contract-HEW-105-78-1306
Note-335p.; Appendix to TM 810 941; For other related documents, see TM 810 936-940.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Basic Skills, *Compensatory Education, Data Collection, Disadvantaged Youth, Economically Disadvantaged, Preschool Education, *Preschool Evaluation, *Program Evaluation, *Scores, *Test Items
Identifiers-*Project Head Start

The overall purpose of the national Head Start evaluation is to assess the impact, on the children and parents being served, of: (1) the educational services component of Head Start, and (2) a new demonstration program within Head Start, Basic Educational Skills. The evaluation deals with a total of 65 Head Start programs and their families. This appendix contains tables displaying the child pretest data collected in fall, 1979. (BW)

ED 210 299 TM 810 944

Printing and Scoring Activities, Final Report, Year 11, National Assessment of Educational Progress.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.; Westinghouse DataScore Systems, Iowa City, Iowa.
Spons Agency-National Center for Education Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Report No.-NAEP-11-PS-47
Pub Date-Mar 81
Contract-OEC-0-74-0506
Grant-NIE-G-80-0003
Note-43p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Assessment, *Educational Testing, Elementary Secondary Education, *National Programs, *Printing, Productivity, *Quality Control, *Scoring, Test Scoring Machines
Identifiers-*National Assessment of Educational Progress

This report summarizes all Year 11 National Assessment of Educational Progress activities performed under Westinghouse DataScore Systems contracts. The general time frame for DataScore's contract activities runs from March 1979 through October 1980 (with the exception of the Year 10 Art Scoring activities which were projected for February 1981 completion). Covering the preparation and printing specification aspects along with package inserts and distribution, this report also outlines suggestions for receipt control, handscoring and processing of tests. The maintenance and storage of scored tests are dealt with and, in closing, concerns and constructive criticisms are offered for project management. Primary type of information provided by report: Procedures (Packaging) (Scoring). (Author/CE)

ED 210 300 TM 810 945

Procedural Handbook: 1979-80 Reading and Literature Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Center for Education Statistics (ED), Washington, D.C.; National Inst. of Education (ED), Washington, D.C.
Report No.-ISBN-0-89398-221-0; NAEP-11-RL-40
Pub Date-Sep 81
Contract-OEC-0-74-0506
Grant-NIE-G-80-0003
Note-103p.
Available from-National Assessment of Educational Progress, 1860 Lincoln Street, Suite 700, Denver, CO 80295 ($7.90).
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Educational Assessment, Elementary Secondary Education, *Evaluation Methods, *National Programs, Program Evaluation, *Reading Achievement, Reading Comprehension
Identifiers-*National Assessment of Educational Progress, *Second Literature Third Reading Assessment (1980)

The National Assessment of Educational Progress (NAEP) methods and procedures used in the 1979-80 assessment of reading and literature are described. The objectives of the assessment are categorized into four main areas. These include values reading and literature, comprehension of written work, response to written work, and application of study skills in reading. The redevelopment of objectives, development of exercises which measure performance against those objectives, the preparation of assessment materials, sampling, data collection, scoring, data analysis, and reporting are outlined. The primary type of information provided in this report is a description of procedures used in the assessment program. Appendices include results for population subgroups, sample forms used to obtain background information, computation of achievement measures, and a glossary of national assessment terms. (Author/DWH)

ED 210 301 TM 810 947

Landon, Glenda L. Shirer, William
Program Profile Handbook.
Wisconsin School Evaluation Consortium, Madison.
Pub Date-81
Note-81p.; For related documents see TM 810 922, TM 810 946, and TM 810 948.
Available from-Wisconsin School Evaluation Consortium, 409 Education, University of Wisconsin-Madison, Madison, WI 53706 ($150.00 per set).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Data Collection, Elementary Secondary Education, Evaluation Methods, *Program Effectiveness, *Program Evaluation, *School Districts, School Surveys, *Self Evaluation (Groups)

This is a manual designed to help program subcommittees conduct the evidence collection phase of their self-studies. The program philosophy and objectives should be decided upon by the subcommittee. The profile should continue gathering information which was initially gathered for a district database. These two documents will focus on the operation of the program. The manual is divided into two main sections: program delivery and program outcomes. This profile will be followed by the final phase of self study, which is the program evaluation. Samples of survey forms for administrators, teachers, parents, and students are included and explained. Methods for measuring student achievement and performance are also illustrated. (DWH)

ED 210 302 TM 810 949

Millman, Jason

Protesting the Detesting of PRO Testing.

National Council on Measurement in Education, Washington, D.C.
Pub Date-81
Note-7p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April, 1980).
Available from-National Council on Measurement in Education, USPS 823120, 1230 17th Street, N.W., Washington, DC 20036 ($2.50).
Journal Cit-NCME Measurement in Education; v12 n3 Fall 1981
Pub Type- Speeches/Meeting Papers (150) - Collected Works - Serials (022) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Accountability, Confidentiality, Elementary Secondary Education, *Standardized Tests, Test Bias, Test Coaching, *Testing Problems, Test Reliability, Test Validity
Identifiers-Educational Testing Service, National Council on Measurement in Education, Test Curriculum Overlap

Arguments against competency testing surface continually, and classic counter-arguments reoccur. Nevertheless, minimum competency testing and other accountability efforts have much public support. Those claiming that the tests are not relevant or do not have predictive validity, also say they are coachable and biased. Answers are given to these arguments; along with three situations of testing wronged students'': (1) by limiting a student's opportunities; (2) by risking psychological health; (3) by invading privacy and violating confidentiality. Besides educational programs and teachers being harmed, there is claim that the tests, being conceived by the upper middle class are promoting elitist values. These attacks are presented, the objections outlined, legitimate failings corrected and forceful, logical arguments presented in favor of testing. The document grants that access to the sources of relevant skill and information is unequal. However, in the long run, society will benefit not by giving special treatment to all members of special groups without regard to the opportunities that specific individuals in the group have had, not by offering preferrential treatment on the basis of some general inherited characteristic, but by equalizing the opportunities for all people. (Author/CE)

ED 210 303 TM 810 950

Strang, Ernest W.

Remedial Services for Students Who Fail Minimum Competency Tests. Final Report.

NTS Research Corp., Durham, N.C. Educational Policy Development Center.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-Jul 81
Contract-300-79-0421
Note-62p.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Standards, Basic Skills, Competency Based Education, Elementary Secondary Education, *Graduation Requirements, *Minimum Competency Testing, *Remedial Instruction, *Remedial Programs, Testing Programs

By 1985, nearly half of the nation's public school students will be required to pass a minimum competency test (MCT) for high school graduation. Supporters of objectives underlying the MCTs suggest that the tests will force school systems to take their responsibilities to all children more seriously. Critics argue that students who fail will become scapegoats for school system failure, with few, if any, new efforts made to meet their needs. The purpose of this study was to examine the validity of the critics' argument. For students who fail MCTs, are remedial services provided to help them pass the tests on later attempts and, if so, who is paying for these services? Analysis of data collected from thirteen states chosen for having an MCT program statewide, underway at survey time, and MCT results determining high school graduation eligibility, revealed that most students failing the MCT the first time and remain in school eventually meet the competency requirements. Nevertheless, not all students pass, and failure rates are higher among minority students than among nonminority students. Potential problems were identified relating to the required by law,'' proportionate share,'' and comparability'' provisions of Title I in a section on funding remedial activities. (Author/CE)

ED 210 304 TM 810 952

The Status of Evaluation of Student Services and Academic Programs at Medium Sized Junior and Senior Colleges.

Cuyahoga Community Coll., Cleveland, Ohio. Office of Educational Evaluation and Market Research Systems.

Pub Date-Dec 80

Note-23p.

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrators, *Classification, *Colleges, *Evaluation Methods, Higher Education, *Program Evaluation, *Student College Relationship, *Student Personnel Services, Two Year Colleges, Universities

The focus of this report is on student service programs of colleges and universities with a student population between twenty and thirty-five thousand. Using 39 senior colleges and 16 junior colleges, administrators of academic affairs and student services areas were asked to categorize evaluation approaches they had participated in. Respondents were asked to indicate the purpose of evaluation, the advance organizers'' or types of variables used to determine information requirements, the source of questions addressed in evaluations, the actual questions answered by evaluation, and the instruments used. Results have it that to effectively study stude services at this target level, internal committees and external consultants may evaluate different aspects of the program. Just as in a traditional academic evaluation, policies, procedures and lines of authority must be established as well as a rigid chronological step-by-step procedure must be outlined. (CE)

ED 210 305 TM 810 954

Kingsbury, G. Gage Weiss, David J.

A Validity Comparison of Adaptive and Conventional Strategies for Mastery Testing.

Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.-ONR-RR-81-3

Pub Date-Sep 81

Contract-N00014-79-C-0172

Note-36p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Achievement Tests, Biology, *Comparative Analysis, Computer Assisted Testing, Criterion Referenced Tests, Discriminant Analysis, Higher Education, *Latent Trait Theory, *Mastery Tests, Scoring, *Test Validity

Identifiers-*Adaptive Testing, Tailored Testing, Test Length

Conventional mastery tests designed to make optimal mastery classifications were compared with fixed-length and variable-length adaptive mastery tests. Comparisons between the testing procedures were made across five content areas in an introductory biology course from tests administered to volunteers. The criterion was the student's standing in the course, based on examinations and laboratory grades. Results showed adaptive tests resulted in mastery classifications more consistent with final class standing than those obtained from conventional test. This result was observed within individual content areas and for discriminant analysis classifications made across content areas. This result was also observed for two scoring procedures used with the conventional tests. Results indicated that there was no decrement in the performance of the adaptive test when a variable termination rule was implemented. Further analyses shows that the adaptive tests administered differed from the conventional test for each content area as a function of achievement level. This evidence was used to explain why the adaptive tests resulted in more valid decisions than the conventional procedure. Variable-length adaptive mastery tests can provide more valid mastery classifications than optimal'' conventional mastery tests while reducing test length an average of 80% from the length of conventional tests. (Author)

ED 210 306 TM 810 957

Marsh, Herbert W. And Others

Self-concept: The Construct Validity of the Self Description Questionnaire.

Pub Date-30 Sep 81

Note-46p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, Factor Structure, Foreign Countries, Intermediate Grades, *Locus of Control, Private Schools, Public Schools, *Self Concept, *Self Concept Measures, *Sex Differences, *Test Validity

Identifiers-Australia (Sydney), Likert Scales, *Self Description Questionnaire

The Self Description Questionnaire (SDQ) is a multidimensional instrument designed to measure seven facets of self-concept hypothesized in Shavelson's hierarchical model. The SDQ, along with measures of attributions and academic achievement, was administered to primary school students from two quite diverse populations. Separate factor analyses of responses from the two groups were quite similar and clearly demonstrated the seven factors that the SDQ is designed to measure. The small correlations among the different dimensions were similar for the two groups and consistent with the hierarchical structure in Shavelson's model. Consistent and predictable correlations were also observed between the different self-concept dimensions and: (1) attributions of responsibility for academic outcomes; (2) academic achievement; and (3) the sex of the student. Somewhat smaller sex differences were observed for students who attended single-sex classes suggesting that they might be using a different reference group in forming their self-concepts.

Overall, these findings provide compelling support for Shavelson's model of self-concept and the construct validity of the SDQ. (Author)

ED 210 307 TM 810 958

Garcia-Quintana, Roan A.

Person-Fit to the Rasch Model Using Norm-Referenced and Criterion-Referenced Statewide Data.

Pub Date-Mar 81

Note-13p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Atlanta, GA, March, 1981).

Pub Type- Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC0[illegible] Plus Postage.

Descriptors-*Basic Skills, *Criterion Referenced Tests, *Goodness of Fit, Grade 3, Mathematics Achievement, Primary Education, Racial Differences, Reading Achievement, *Test Theory

Identifiers-Basic Skills Assessment Program, Comprehensive Tests of Basic Skills, *Rasch Model, South Carolina Statewide Testing Program

Person fit in the Rasch one parameter model is investigated. The first set of data deals with grade 3 students responding to the mathematics computation and reading vocabulary subscales of the Comprehensive Test of Basic Skills Forms (CTBS/S). The second set of data deals with grade 3 students responding to the Basic Skills Assessment Program pilot testing on reading and mathematics statewide objectives. The only three variables available for study with these samples were ability, sex, and race. Four tables are given to relate the CTBS/S scores with the South Carolina Basic Skills Assessment Program scores. Such things as the proportion of male/female misfitting subjects and proportion of male/female total sample and these proportions divided among blacks and whites are given. Reasons for misfits analysis and cautions about interpreting such tables are also outlined. (CE)

ED 210 308 TM 810 959

Ferguson, Mary Ann

Reliability and Validity Issues Associated with the McLeod Hawley Index of Professional Orientation.

Pub Date-81
Note-52p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Measures (Individuals), *Professional Personnel, Statistical Analysis, *Test Reliability, *Test Validity
Identifiers-*Difference Scores, McLeod Hawley Index of Professional Orientation, *Professionalism

The professional orientation difference approach was operationalized as a stress on the importance of intellectual activity, autonomy, service and influence, with de-emphasis on the monetary, prestige, security and human relations aspects of a job. As a difference score, the index was subject to special reliability problems. This analysis identified six factors associated with the index. These included importance of expressiveness, learning, human relations, advancement, job security, and influence/prestige. Criterion variables were used to test the validity of these factors as professional orientation components. The influence/prestige factor was positively related to experience, organizational involvement, and management job activity variables. The advancement, job security, and learning factors were negatively related to education, experience, and organizational involvement. Expressiveness was unrelated to the criterion variables, while human relations was negatively related to income. The author concluded a traditional difference score approach to a professional orientation measure was unreliable. Results argue for a temporal notion of the professionalization process assuming that an orientation toward human relations, advancement, security, and prestige job aspects may be a necessary prelude to a stress on autonomy, expertise, service, and commitment. The validity of a particular professional orientation measure should not be automatically assumed. (Author/DWH)

ED 210 309 TM 810 960

Powers, James E.

A Bayesian Method for Assigning Course Grades.

Pub Date-81

Note-20p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Lenox, MA, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Bayesian Statistics, *Grading, Mathematical Formulas, Probability, *Student Evaluation

The use of Bayesian methodology to assign grades in classroom situations is presented. Assigning a grade is viewed from a criterion, as opposed to norm, referenced perspective. Criteria include mastery of some proportion, determined by the teacher, of the subject matter covered in a course. Different levels of mastery are deemed possible and, therefore, the assignment of different grades to different students may be appropriate. A prior probability distribution is assigned to the level of mastery, in terms of proportions, of each student at the outset of the course. After the first test is administered in the course, a likelihood distribution is obtained for each student. This distribution reflects the probability that the observed score would have been obtained, given each previously specified level of mastery. A posterior probability distribution on level of mastery is obtained for each student by combining the prior and likelihood distributions through the application of Bayes formula. For all subsequent tests, the posterior from the previous test is taken as the prior for the current test. A complete example illustrating the necessary calculations is included as well as a brief description of the Bayesian method. (Author/DWH)

Stutzman, Thomas M. And Others

Toward a Definition of Good'' Incident Dimension Congruence for BARS.

Pub Date-Mar 80
Note-21p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Washington, DC, March, 1980).
Pub Type- Speeches/Meeting Papers (150) - Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Correlation, *Factor Structure, Higher Education, Questionnaires, *Rating Scales, Teacher Evaluation
Identifiers-*Behaviorally Anchored Rating Scales, *Dimensional Analysis

This study investigated the relationship between the dimensionality of behaviorally anchored scales during construction and during their use. It was hypothesized that as the agreement among raters in assigning behaviors to dimensions increased, there would be an increase in the stability of the structure of the dimensions and in their independence during use. Undergraduate students enrolled in two introductory history classes and five introductory psychology classes were administered a teacher evaluation instrument containing 60 behaviorally based items. These items represented five performance dimensions and four ranges of rater agreement. For the analyses, class means were subtracted for each item, items were factor analyzed, and inter-dimension correlations were computed. The results demonstrated partial support for the hypothesis. At the higher levels of agreement among raters, more of the original five dimensions were interpretable, and they were more independent. However, in none of the factor analyses were all of the original dimensions reproduced. It was concluded that the degree of agreement among judges during dimension construction did influence the ability of factor analytic solutions to represent the original dimensionality. However, high agreement does not guarantee the maintenance of dimension independence. (Author)

ED 210 311 TM 810 963

Melencon, Janet G. Thompson, Bruce
Validating Measures of Brinkmanship Behaviors.
Pub Date-81
Note-14p.; Paper presented at the Annual Meeting of the Mid South Educational Research Association (Lexington, KY, 1981).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Data Analysis, Measures (Individuals), Principals, *Teacher Behavior, Teacher Discipline, Teachers, *Test Validity
Identifiers-Authority, *Teacher Brinkmanship

This study investigated the validity of measures of teacher brinkmanship behaviors. These are behaviors which challenge the authority system of the school while avoiding its negative sanctions. These acts are generally satirical in nature. The subjects were teachers and principals representing schools located in a metropolitan school system in the southern United States. The data were analyzed using an Q-technique factor analysis. The theory differentiating three types of brinkmanship behavior may require further elaboration. The three types of behavior are differentiated by the degrees of compliance which they reflect. The types are subversive obedience,'' tightroping,'' and boundary testing.'' The results suggest that the measures may require further refinement, although they were developed in a thoughtful, multi-staged process and they have been employed by several researchers in substantive studies. (Author/DWH)

ED 210 312 TM 810 964

Argulewicz, Ed N. Elliott, Stephen N.

Validity of the SRBCSS for Hispanic and Anglo Gifted Students.

Pub Date-Aug 81

Note-21p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Anglo Americans, *Behavior Rating Scales, Elementary Education, *Ethnic Groups, *Gifted, Hispanic Americans, *Predictive Validity, *Socioeconomic Status, *Talent Identification

Identifiers-*Scales for Rating Behav Character Superior Student, Stanford Achievement Tests

The validity of a behavioral rating scale for identifying gifted and creative students was investigated for three ethnic groups by socioeconomic status. These groups were mid to high socio-economic status (SES) Anglo, low SES Anglo, and low SES Hispanic. The Scales for Rating the Behavioral Characteristics of Superior Students (SRBCSS) was studied to provide data about its utility in assessing giftedness. Data were examined to determine whether the SRBCSS differentially predicted scholastic achievement for different cultural or socioeconomic groups. Elementary school gifted Anglo and Hispanic students comprised the sample. All students were administered the Stanford Achievement Test (SAT). Regression analyses were computed between the SRBCSS and the SAT.

Results indicated that the SRBCSS seemed to have minimal predictive validity for intelligence or achievement test performance by Anglo students. However, there may be value in its use in identification of gifted Hispanic students. The scale may also be useful in determining the differences in behavioral characteristics of giftedness among students of various sociocultural groups. (DWH)

ED 210 313 TM 810 965

Siewert, Julaine C. Koopman, Cheryl

Using Children's Self-Reports to Measure Attitudes: Factors Influencing a Recency Response Set.

Pub Date-Apr 81

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences, *Attitude Measures, *Childhood Attitudes, Developmental Stages, Early Childhood Education, *Response Style (Tests), *Self Evaluation (Individuals), *Testing Problems, *Young Children

Identifiers-*Recency Effect

Children's tendency to answer attitude questions in a biased manner, favoring latter response alternatives when two alternatives are presented in a forced-choice format, was investigated. Using a forced-choice interview format, children were asked questions concerning their attitudes toward mathematics. Each question contained two evaluative alternatives from which children selected in responding to the questions. The results supported the hypothesis that three- to five-year-old children are more likely to choose latter response alternatives than are six- to eight-year-old children. Topic word abstractness was not found to influence children's use of the recency response set. In six- to eight-year-old children, understanding of the topic word concept was related to the frequency with which latter response alternatives were chosen. Caution is suggested in using orally-administered self-report methods to assess the attitudes of young children. Further research on the recency response set is recommended. (Author/AL)

ED 210 314 TM 810 969

Vale, C. David And Others
Methods for Linking Item Parameters. Final Report.
Assessment Systems Corp., St. Paul, Minn.
Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.-AFHRL-TR-81-10
Pub Date-Aug 81
Contract-F33615-80-C-0008
Note-190p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Aptitude Tests, Armed Forces, Bayesian Statistics, *Item Analysis, Latent Trait Theory, Maximum Likelihood Statistics, Research Design, Simulation, Test Items, *Test Theory
Identifiers-Adaptive Testing, *Item Calibration, Item Linking, *Parameter Identification

A simulation study to determine appropriate linking methods for adaptive testing items was designed. Three basic data sets for responses were created. These were randomly sampled, systematically sampled, and selected data sets. The evaluative criteria used were fidelity of parameter estimation, asymptotic ability estimates, root-mean-square error of estimates, and the correlation between true and estimated ability. Test length appeared more important to calibration effectiveness than sample size. Efficiency analyses suggested that increases in test length were several times as effective in improving calibration efficiency as proportionate increases in calibration sample sizes. The asymptotic ability analyses suggested that the linking procedures based on Bayesian ability estimation were more effective. The equivalent-tests method was no better than not linking. Bayesian scoring procedures were slightly superior to the others tested. Efficiency loss due to linking error was less than that due to item calibration error. Test length and sample size had a definite effect on calibration efficiency but no strong effects appear with respect to linking efficiency. For the systematically sampled data set, the anchor-test method produced the most efficient item pools in terms of linking efficiency. Bayesian scoring was preferred over the maximum likelihood scoring procedure. (Author/DWH)

ED 210 315 TM 810 972

Haney, Walt And Others

ESEA Title I Early Childhood Education: Review of Literature on Evaluation and Instrumentation. Interim Report, Revised.

Huron Inst., Cambridge, Mass.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jun 78

Note-170p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Compensatory Education, *Educational Assessment, *Educational Trends, *Federal Programs, Preschool Education, *Preschool Evaluation, *Program Evaluation, Program Improvement, *Testing Programs

Identifiers-Elementary Secondary Education Act Title I, Title I Evaluation and Reporting System

Evaluations which describe and measure the impact of programs assisted under Title I are mandated by law. This evaluation is to be used in the decision-making process. A review of the literature on evaluation and instrumentation shows a paucity of descriptive information on early childhood programs funded under Title I. On-going evaluations of these programs are necessary. Services provided to pre-kindergarten, kindergarten, and first grade level students differ. Whole program efforts are offered at pre-kindergarten levels, while supplementary services are provided above and beyond children's regular school programs at the first grade level. Both whole program and supplementary program interventions are apparent at the kindergarten level. The differences in the structure of interventions funded at these levels, combined with the differences in program goals, illustrate the ineffectiveness of a single evaluation scheme for all three levels. High quality instruments for use in testing young children are scarce. Evaluation models and guidelines by which early childhood programs may be assessed are needed particulary in areas where no adequate instruments are available. (DWH)

ED 210 316 TM 820 003

Birenbaum, Menucha Tatsuoka, Kikumi K.

Effect of Different Instructional Methods on Error Types and the Underlying Dimensionality of the Test, Part I.

Illinois Univ., Urbana. Computer-Based Education Research Lab.

Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.-CERL-RR-81-3

Pub Date-Feb 81

Contract-N00014-79-C-0752

Note-52p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Algorithms, *Arithmetic, Cognitive Processes, *Computer Assisted Instruction, Grade 7, *Individual Differences, Junior High Schools, *Problem Solving, *Teaching Methods

Identifiers-Error Analysis (Statistics), PLATO, *Signed Numbers Operations

Error analysis performed on data sets revealed that seventh grade students used a variety of rules of operation for solving the signed-number arithmetic problems. The data sets were obtained from an experimental study in which students were randomly assigned to study either of two lessons written on a computer based education system. The two lessons used different conceptual frameworks. The verbal Postman Stories and the Number Line method. This paper deals with the early stages of learning in which the students applied different rules of operation. These systematic sources of variation in the data resulted in increased dimensionality. Moreover, the variety of algorithms (rules of operation) used by the students in both treatment groups supported the assertion that the two instructional methods were at least partially responsible for individual differences in information processing. (Author/DWH)

Anderson, Beverly L.

Guide to Adult Functional Literacy Assessment Using Existing Tests.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Jun 81
Grant 400-80-0105
Note-113p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adult Counseling, *Adult Literacy, Adults, Basic Skills, *Functional Literacy, Minimum Competencies, *Personnel Evaluation, Reading Tests, *Test Selection, Writing Evaluation

This is a guide designed for professionals who need to assess the literacy ability of adults. The three general categories of literacy skills which are distinguished include generic literacy skills, everyday skills, and job-related skills. Functional literacy has been defined in various ways; therefore, the assessment of it is very difficult. The purpose of literacy assessment must be established before selecting the appropriate instrument. The criteria to be considered are usability, validity, and reliability. The decisions to be made before a specific test or assessment approach are identified relate to the categories of literacy, the purpose for testing, the uses and users of test results, examinee characteristics and logistics. General guidelines for reviewing existing published or unpublished tests are examined. These include preliminary screening and technical quality review. Assessment of everyday literacy activities may be determined through the use of one of several published tests designed for this purpose. Assessment of on-the-job literacy is usually limited to tests of clerical ability. Appendices to the guide include suggested readings on definitions of functional literacy, published tests of basic writing and reading skills, and procedures for scoring writing samples. (DWH)

ED 210 318 TM 820 010

Information Needs and Uses Survey Report. State Dissemination Capacity Building Project, June 19, 1980-June 20, 1981.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-Mar 81

Contract-NIE-G-80-0026

Note-165p.

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Administrators, Elementary Secondary Education, *Information Dissemination, *Information Services, *Needs Assessment, *Questionnaires, *School Districts, School Personnel, Surveys

Identifiers-*District of Columbia Public Schools

The District of Columbia Public Schools (DCPS) Dissemination Project examined its dissemination procedures and devised a more effective system of sharing information germane to the improvement of practice with school system personnel. A questionnaire entitled Information Needs and Uses'' was prepared and distributed to school system personnel. The survey was designed to assess the need, flow and use of information intended to improve the dissemination practices of educators in the DCPS. The groups responding to the survey included classroom teachers, librarians, counselors, resource teachers, principals, and central and regional administrators. The questionnaire is reproduced in this document along with statistical analyses of the responses. The four areas covered by the survey were information needs and obtainment, professional sources for securing new ideas, use and value of information sources and assistance in job-related information seeking. Demographic information was also requested of all respondents. (Author/DWH)

ED 210 319 TM 820 020

Swing, Susan R. Peterson, Penelope L.

The Relationship of Student Ability and Small-Group Interaction to Student Achievement.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Report No.-WRDCIS-TR-575

Pub Date-Jun 81

Grant-OB-NIE-G-81-0009

Note-41p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Ability, *Academic Achievement, Elementary School Mathematics, Grade 5, Group Dynamics, Instructional Design, *Interaction, Intermediate Grades, Retention (Psychology), *Small Group Instruction, *Student Attitudes, Student Behavior

This study examined student aptitudes and student behaviors during small group interactions as mediators of the effectiveness of small group learning. The hypotheses to be investigated were that the effects of small group learning on student achievement are produced by students' participation in group interaction, and in the providing and receiving of higher-order explanations. High and low ability students are more often involved in this process than other students. A treatment and control group of fifth grade students completed ability and attitude pretests. The treatment group was trained in small group interaction. All students received regular mathematics classroom instruction. They worked on assignments in mixed ability groups of four students. Achievement, retention and attitude toward mathematics were assessed. A Mann-Whitney comparison showed that trained students participated in more task related interaction than control students. The effects of small group interaction depend on the ability level of the students. Interaction during small group work was most beneficial for low ability students. The study showed they can help themselves by teaching others. A high quality of interaction must prevail if the small group method is to be of maximal effectiveness. (Author/DWH)

Middleton, Teresa

Securing Local Cooperation in a National Evaluation: The Teacher Corps Evaluation Model.

SRI International, Menlo Park, Calif.

Pub Date-Apr 81

Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Data Collection, *Educational Cooperation, *Evaluation Methods, Models, National Programs, *Program Evaluation

Identifiers-*Teacher Corps

The methods used in the Teacher Corps Program Evaluation are based principally on the importance of securing the cooperation of local participants during data collection. Several principles concerning local cooperation were established and explained. These included encouraging active participation, encouraging local review of instruments, maintaining communication, establishing clear lines of communication and responding to concerns, providing and receiving feedback, and providing lead time before a data collection activity. Standards for maintaining rapport with various projects were established. Communication lines, properly established, facilitate continued cooperation. These techniques seem to have been successful because all projects have remained in the evaluation samples. Response rates for self-report questionnaires are high, indicating that participants value the evaluation as a means of expressing their views of the project and the program as a whole. The response rates to the questionnaires by teachers and administrators has been very high. (DWH)

ED 210 321 TM 820 022

Tatsuoka, Kikumi K. Tatsuoka, Maurice M.

Spotting Incorrect Rules in Signed-Number Arithmetic by the Individual Consistency Index.

Illinois Univ., Urbana. Computer-Based Education Research Lab.

Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.-CERL-RR-81-4

Pub Date-Aug 81

Grant-N000-14-79-C-0752

Note-49p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descript[illegible]uter Assisted Testing, *Criterion Referenced Tests, Grade [illegible] High Schools, *Response Style (Tests), *Secondary School Mathematics, Test Validity

Identifiers-*Individualized Consistency Index, PLATO, *Response Patterns

Criterion-referenced testing is an important area in the theory and practice of educational measurement. This study demonstrated that even these tests must be closely examined for construct validity. The dimensionality of a dataset will be affected by the examinee's cognitive processes as well as by the nature of the content domain. The methods of extracting a unidimensional subset from an achievement dataset were studied. A second purpose was to apply a general technique for detecting aberrant response patterns derived from wrong rules of operation. The Individual Consistency Index (ICI) was found effective in detecting the anomalous response patterns resulting from some misconceptions. However, it requires repeated measures. Applicability to tests that do not have several parallel items to measure the performance of a single task will be limited. Although computerized error diagnostic programs can identify misconceptions possessed by a student in the very specific domain of arithmetic, ICT can be applicable to more general domains. It can detect candidates to route to the expensive error-diagnostic programs. (Author/DWH)

UD

ED 210 322 UD 021 393

Kramer, Mary Jo

Applying the Characteristics of Effective Schools to Professional Development.

Pub Date-Mar 80
Note-30p.
Available from-Connecticut Association for Supervision and Curriculum Development, P.O. Box 1010, Manchester, CT 06040 ($3.50); E. Bourque, 214 Main Street, Southport, CT 06490 ($3.50).
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Basic Skills, Elementary Education, *Inservice Teacher Education, *Institutional Characteristics, *Instructional Improvement, Organizational Effectiveness, School Community Relationship, Staff Development, *State Boards of Education, *Student Improvement, *Teacher Effectiveness
Identifiers-School Effectiveness

This paper examines the implications of research on effective schools for professional development at the State and local levels. The first part of the paper gives an overview of the research and a description of the characteristics of instructionally effective urban elementary schools. The paper then explores how these characteristics can be applied to inservice programs within schools. Issues discussed in this section include: (1) school and teacher expectations; (2) supervision and evaluation of instruction and teacher performance; and (3) community relations and communication. Ths paper concludes with recommendations for professional development that can be initiated by a State education agency. (Author/APM)

ED 210 323 UD 021 432

Carlisi, John A.

Drug Abuse in Three Ethnic Neighborhoods. An Exploratory Study of Drug Use in Italian and Polish-American Working Class Neighborhoods.

National Center for Urban Ethnic Affairs, Washington, D.C.

Spons Agency-Drug Abuse Council, Inc., Washington, D.C.

Pub Date-79

Note-32p.; For a related document, see UD 021 433.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Role, *Cultural Influences, *Drug Abuse, Drug Use, Ethnic Groups, Ethnicity, Family Influence, *Italian Americans, *Polish Americans, Social Class

Identifiers-*Working Class

An exploratory research study was undertaken to determine the extent of drug abuse in three ethnic neighborhoods. The nature and scope of drug use among Italian and Polish Americans in three working class neighborhoods were examined in the light of the role class and cultural identity plays in the development and treatment of drug abuse. Results were based on existing data on drug arrests and on interviews. The organizational and clinical implications of the study suggest the importance of ethnic considerations as well as family and community involvement in prevention, intervention and treatment methods. (JCD)

ED 210 324 UD 021 433

Carlisi, John A.

Drug Abuse Among White Ethnic Adolescents.

National Center for Urban Ethnic Affairs, Washington, D.C.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
Pub Date-79
Note-52p.; For a related document see UD 021 432. Some tables may be marginally legible due to small size type.
Pub Type- Reports - General (140) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adolescents, *Drug Abuse, Drug Use, Ethnic Groups, Females, Males, *Mental Health, Socioeconomic Status, *Whites

Drug abuse among white ethnic adolescents is described in this report. Focusing on the framework of economic and social factors that affect the inner-city white adolescent, the report attempts to integrate this information with available mental health studies related to drug taking behaviors. The results from the National Polydrug Study which differentiated drug use by race are presented. In addition, the report reviews data gathered by the National Center for Urban Ethnic Affairs on white ethnic drug abuse. These two studies provide data on types of drugs used, frequency of use, sex and age of users, and use by each ethnic group. The report concludes that rates of drug use among white ethnic adolescents are as high as among non-whites. (Author/APM)

ED 210 325 UD 021 453

Wilson, Kenneth M.

Predicting the Long-Term Performance in College of Minority and Nonminority Students. A Comparative Analysis in Two Collegiate Settings. College Entrance Examination Board Research and Development Reports.

Educational Testing Service, Princeton, N.J.
Spons Agency-College Entrance Examination Board, Princeton, N.J.
Report No.-RB-78-6; RDR-77-78-3

Pub Date-Apr 78
Note-100p.; Some tables may be marginally legible due to reproduction quality of original document.
Pub Type- Information Analyses (070) - Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Achievement, *Admission Criteria, Cohort Analysis, *College Students, Evaluation Criteria, Grade Point Average, Longitudinal Studies, *Minority Groups, *Predictive Validity, Student Development, *Student Improvement

A longitudinal analysis of the records of performance of cohorts of minority and nonminority students in two different undergraduate settings was used to determine the predictive validity of admissions tests and school rank in determining long range and short range outcomes for college students. It was also hypothesized that the performance of minority students would improve as the college record accumulates. The results showed that substantial across-cohort increases in average grades relative to average ability levels were greater for minority students in the college setting. Consequently, in later cohorts, minority and nonminority students were less sharply differentiated by their average grades than were their counterparts in earlier cohorts, and grade point average trends suggested the possibility of late blooming.'' The report slates that the results did not explain the increases in average grades across cohorts and suggest that increases in the average level of grades awarded across cohorts did not necessarily reflect increases or invariances in the average quality or quantity of academic achievement. The report also states that admissions variables were valid success predictors for both minority and nonminority students. The ambiguity of these findings are said to further point to the need for special consideration of problems involved in setting and maintaining standards for evaluation of student achievement in future, comparative across-cohort studies. (JCD)

ED 210 326 UD 021 487

Refugees in Africa: A Country by Country Survey.
United Nations High Commission for Refugees, Washington, D.C.
Pub Date-Apr 81
Note-25p.; Paper presented at the International Conference on Assistance to Refugees in Africa (Geneva, Switzerland, April 9-10, 1981).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Developing Nations, Foreign Countries, Health Needs, Housing Needs, *Hunger, *International Organizations, International Programs, Poverty, *Refugees, *World Problems
Identifiers-*Africa, *United Nations High Commissioner for Refugees

The status of the refugees in Africa and the work of the United Nations High Commissioner for Refugees (UNHCR) is charted on a country by country basis in this report. The size of the refugee population and their needs are described along with various assistance efforts directed at improving their situation. Sums of money spent by UNHCR office are recorded for each African nation. (APM)

ED 210 327 UD 021 549

King, A. L.

Integration, Inservice Education, and the Impact of Desegregation.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-81

Note-42p.; Not available in paper copy due to author's restriction. Paper prepared for the Annual Meeting of the American Educational Research Association (Los Angeles, CA, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Attitudes, American Indians, *Black Students, *Desegregation Effects, *Discipline, *Educational Improvement, Elementary Secondary Education, Expulsion, Hispanic Americans, *Inservice Teacher Education, Parent Attitudes, *Racial Relations, School Desegregation, Student Attitudes, Suspension, Teacher Attitudes

Identifiers-*Ways to Improve Education in Desegregated Schools

The staff of the Ways To Improve Education In Desegregated Schools (WIEDS) project set out to collect information regarding successful desegregation practices in order to conceptualize, develop, test, and refine an inservice model and training guidelines for use in desegregated schools. The information was gathered by: (1) analyzing the United States Commission on Civil Rights Case Studies and the National Institute of Education's School Desegregation Ethnographies; (2) reviewing the desegregation literature; (3) surveying 149 central office administrators and Desegregation Assistance Center personnel; (4) interviewing 193 administrators, teachers, students, and parent/community representatives; and (5) analyzing the inservice education programs of fifteen selected desegregated school districts. The WIEDS investigation focused on the impact of desegregation on racial relations, student discipline policy (especially suspensions and expulsions), and student, teacher, administrator and parent attitudes. (Author/APM)

ED 210 328 UD 021 561

Raivetz, Mark J. Kean, Michael H.

Approaches to Evaluating a Systemwide Desegregation Effort.

Pub Date-16 Apr 81

Note-24p.; Paper presented at Symposium on ''Measuring the Impact of Desegregation'' at the Annual Conference of the American Educational Research Association (Los Angeles, CA, April 16, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Desegregation Plans, Elementary Secondary Education, *Evaluation Methods, *Evaluation Needs, *Program Effectiveness, *Program Evaluation, School Desegregation, Urban Schools, *Voluntary Desegregation

Identifiers-*Philadelphia School District PA

This paper briefly reviews the current racial balance in Philadelphia, Pennsylvania public schools and discusses the development of an evaluation system to assess progress toward desegregation. Priority products and services of the Desegregation Evaluation Unit, formed in 1979, are listed. A number of problems that must be addressed in order for the school district to participate successfully in a voluntary desegregation plan are discussed. Individual objectives, relating to racial balance, community involvement, staff development, and academic achievement, are outlined and ways of evaluating each objective are reviewed. Finally, serious barriers to voluntary desegregation are discussed, particularly the tendency toward ''one way'' desegregation; that is, minority students attend predominantly white schools, but few white students voluntarily attend schools in minority neighborhoods. (GC)

ED 210 329 UD 021 644

Wolfe, Leslie R. And Others
Women's Educational Equity Act Program: 1980 Fiscal Year. Annual Report.
Women's Educational Equity Act Program (ED), Washington, D.C.
Pub Date-80
Note-110p.; For related documents see ED 143 935, ED 153 111, ED 163 134 and ED 185 309.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Demonstration Programs, *Equal Education, Federal Legislation, *Females, *Government Role, Grants, Nondiscriminatory Education, *Sex Fairness
Identifiers-Title IX Education Amendments 1972, *Womens Educational Equity Act

This is the 1980 annual report of the Women's Educational Equity Act Program. The report's introduction outlines the history of the Women's Educational Equity Act (WEEA) and describes the program's goals. A statistical summary of the distribution of financial grants is presented, with grants listed by geographical region, type of applicant, and priority area. General grants project summaries are then presented for each of the priority areas: (1) Title IX compliance; (2) racial and ethnic minority women and girls; (3) disabled women and girls; (4) leaders in educational policy and administration; and (5) the elimination of persistent barriers to educational equity. Multi-year project and WEEA contracts are also described. Lists of Title IX and WEAA publishing center resources for sex equity conclude the report. (APM)

ED 210 330 UD 021 691

Gottfredson, Denise C.
Black-White Differences in the Educational Attainment Process: What Have We Learned?
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No.-CSOS-R-308
Pub Date-Mar 81
Grant-NIE-G-78-0210; NIE-G-80-0113
Note-45p.; Some tables may be marginally legible due to small size type.
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Black Students, Educational Attainment, *Racial Differences, *Regression (Statistics), *Research Methodology, Secondary Education, *Statistical Analysis, *Validity, White Students

This paper focuses on the methodology of cross group comparisons of regression coefficients commonly used to identify group differences in status attainment. Using the study of race differences in educational attainment as an example, the paper reviews a number of relevant published studies and demonstrates that evidence for such differences is inconsistent across studies, that differences in the regression coefficients are subject to artifactual sources of fluctuation, and that statistical inferences based on such differences are weak. The paper concludes that the study of statistical interactions requires the design of creative studies and data collection strategies that anticipate and compensate for such problems as inadequate data, differential measurement properties, and differences in the sampling frame. (MJL)

ED 210 331 UD 021 710

Bui, Diana D. And Others

The Indochinese Mutual Assistance Associations: Characteristics, Composition, Capacity Building Needs and Future Directions.

Indochina Refugee Action Center, Washington, D.C.

Pub Date-Mar 81

Note-68p.; For a related document see UD 021 714.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adjustment (to Environment), Asian Americans, Community Role, Cultural Background, *Ethnic Groups, Ethnic Relations, Financial Support, *Indochinese, *Needs Assessment, Networks, *Program Development, *Self Help Programs, Social Services, Training Objectives

Identifiers-*Mutual Assistance Associations

The results of an informal survey of the characteristics, composition, capacity building needs and future directions of sixty Cambodian, Laotian and Vietnamese Mutual Assistance Associations (MAAs) are documented in this report. Included among the survey findings are the purposes, current achievements, and future goals of the associations, capacity building needs, organizational characteristics, the resources of the associations and their networking and cooperative relationship with other organizations and among members. Results of the survey compared the associations according to funding status, regional (geographic) differences, and ethnic differences. Survey conclusions asserted that there is a need for more support services, alternative funding sources, and immediate assistance in grants management, staff development and training, program administration, and capacity building assistance among all MAAs. It was also found that there are significant differences in composition, size, and interests among the various ethnic groups, and important regional differences among MAAs and the organizations evidence an interest in coalition building. (Author/JCD)

ED 210 332 UD 021 714

Shotts, Kermit F.

Indochinese Mutual Assistance Association: Time for a New Role.

Pub Date-Aug 81

Note-15p.; For a related document, see UD 021 710.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adjustment (to Environment), Asian Americans, Community Organizations, *Financial Support, *Government Role, *Indochinese, Land Settlement, *Refugees, *Self Help Programs

Identifiers-*Mutual Assistance Associations

The role of Indochinese self-help groups in the Refugee Resettlement Program is examined in this paper. Drawing on the literature dealing with Indochinese self-help groups, the paper reviews the factors which contribute to the formation of these groups, more commonly called Mutual Assistance Associations or MAAs. In addition, the value of MAAs as perceived by both the Indochinese and American communities is discussed.

The effect of Federal Refugee program policies on MAAs is also analyzed. The paper closes with a recommendation that more emphasis should be placed on financial support for MAAs and particularly that each State should be encouraged to contract with MAAs for the delivery of social services. (Author/APM)

ED 210 333 UD 021 739

Chicago's Bilingual Education Program. Evaluation Report, Fiscal 1979.
Chicago Board of Education, Ill. Dept. of Research and Evaluation.
Pub Date-Jul 80
Note-84p.; Tables may be marginally legible due to small size type.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Achievement Gains, *Bilingual Education, Elementary Secondary Education, *English (Second Language), Preschool Education, Program Descriptions, *Program Effectiveness, Program Evaluation, Second Language Instruction, *Spanish Speaking
Identifiers-*Chicago Public Schools IL, Elementary Secondary Education Act Title VII, *Limited English Speaking

This is an evaluation of the Chicago, Illinois public schools' bilingual program during fiscal year 1979. The report states that bilingual instruction was offered in sixteen languages in more than two hundred programs ranging from pre-kindergarten to high school. Descriptions of both the elementary and high school language programs provide information on program structure, staff and student characteristics, and student development within the program as indicated by increased English instruction. Performance on standardized tests measuring mathematics and reading ability show student progress in the elementary grades. Grade point averages are used to demonstrate program effects on high school student achievement. Results from classroom observation and teacher surveys are also presented. Significant findings offered by the evaluation include documented student achievement gains in English reading and mathematics and evidence that students are being moved into a regular English curriculum within three years. Appended to the report are a sample bilingual student form, a student census form, a classroom observation form, and a teacher questionnaire form. Also included are sample Spanish criterion-referenced tests in mathematics and an explanation of short tests of linguistic skills and their calibration. (APM)

ED 210 334 UD 021 742

Bilingual Reinforcement and Enrichment Learning Program. Title VII Bilingual Evaluation Report, Fiscal 1979.

Chicago Board of Education, Ill. Dept. of Research and Evaluation.

Pub Date-Jul 80
Note-154p.; Some tables may be marginally legible due to small size type.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Achievement Gains, *Bilingual Education, Elementary Secondary Education, *English (Second Language), Inservice Teacher Education, Parent School Relationship, Program Descriptions, *Program Effectiveness, Program Evaluation, Second Language Instruction, *Spanish Speaking
Identifiers-*Chicago Public Schools IL, Elementary Secondary Education Act Title VII, *Limited English Speaking

This report focuses on the Bilingual Reinforcement and Enrichment Learning Program Component and the Parent Involvement Component of the Chicago, Illinois public schools' bilingual education program of 1979. A description of the project provides information on student and staff characteristics, program structure, and the instructional needs of participating pupils. Statistics from several indicators of student achievement are shown to demonstrate the program's educational impact. These indicators include: (1) oral language proficiency ratings; (2) instructional needs category ratings; (3) Chicago Continuous Progress/Mastery Learning Levels; and (4) grade scores of the Iowa Tests of Basic Skills in reading and mathematics. In addition, data from a bilingual staff survey are presented. An overall evaluation of the program comparing program goals with program results concludes the report. Appended to the report are three documents: (1) the evaluation of Chicago's Bilingual Education Program; (2) a Title VII evaluation of the Bilingual Reinforcement and Enrichment Learning Program's inservice teacher education efforts; and (3) the preliminary report of the Title VII Reinforcement and Enrichment Program summary of the April, 1979 evaluation survey. (APM)

ED 210 335 UD 021 766

Testing Results for Minority Isolated Schools. San Diego City Schools. Spring 1981. Report No. 295.
San Diego City Schools, Calif. Evaluation Services Dept.
Pub Date-7 Jul 81
Note-117p.
Pub Type- Numerical/Quantitative Data (110) - Reports - General (140)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Achievement Gains, Basic Skills, Compensatory Education, *Court Litigation, Elementary Secondary Education, *Minority Group Children, Racial Composition, School Segregation, *Scores, *Test Norms
Identifiers-Comprehensive Tests of Basic Skills, *San Diego Unified School District CA

This report summarizes the results of achievement tests administered in the Spring of 1981 to students in court-identified minority-isolated schools in San Diego, California. An introduction outlines the court order and describes the tests and the participating schools. In 28 of the 36 subject-grade level instances analyzed, student achievement on the Comprehensive Tests of Basic Skills met or exceeded interim goals, goals which reflect the rate of progess needed to attain the court specified objectives. Test results also revealed an increased percentage of students performing at or above the national norm for reading, mathematics, and language. In conclusion, these test results show a high level of success for the instructional programs implemented in response to the court decision. (APM)

ED 210 336 UD 021 768

Report of the San Diego Plan for Racial Integration 1980-81, Part I.
San Diego City Schools, Calif.
Pub Date-23 Jun 81
Note-306p.; Some tables may be marginally legible due to small size type.
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Desegregation Effects, Elementary Secondary Education, *Enrollment Trends, Faculty Integration, *Racial Composition, Racially Balanced Schools, *Racial Relations, *School Demography, *School Desegregation, School Statistics
Identifiers-*San Diego Unified School District CA

This is part one of the report of the San Diego (California) Plan for Racial Integration, 1980-81. Information is presented in four areas in order to chart the progress made by the San Diego School District. These include: (1) a census of students' ethnic backgrounds; (2) the number of minority, minority-isolated, and majority students in each integration program; (3) a comparison of the students enrolled in the various programs with the goals for the programs; and (4) integration indexes which reflect the exposure of minority to majority students and assess the ethnic balance of the district's teaching staff. In addition, various specialized integration projects such as race relations and oral communication programs for staff are reviewed. Findings and conclusions are provided at the report's end. (APM)

ED 210 337 UD 021 769

Foote, Edward T. Bradney, Lyn

Desegregation Monitoring and Advisory Committee. Report No. 7.

Saint Louis Public Schools, Mo.

Pub Date-13 Apr 81

Note-92p.; For related documents, see UD 021 770-771 and UD 021 776-780.

Pub Type- Reports - General (140)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Curriculum Development, *Desegregation Plans, Elementary Secondary Education, Enrichment Activities, Enrollment, *Magnet Schools, Management by Objectives, Needs Assessment, Program Administration, Racial Distribution, *School Demography, *School Desegregation, School Security, Special Programs, *Student Placement, Student Transportation, Teacher Transfer, Transfer Policy

Identifiers-*Saint Louis City School District MO

This report updates information on the implementation of a desegregation plan in the St. Louis, Missouri, public schools. Student enrollment patterns, the revision of student and teacher assignments and transfer policies, and changes related to enrollments in special programs and magnet schools are examined. The report presents guidelines for alleviating overcrowding as well as suggestions for school facilities utilization, transportation improvement, and security measures. Also discussed are a plan to eliminate overcrowding by reassigning students to their home clusters, the problems and needs of curricular development in the middle schools, and implementation of Title I programs. Appendices include data which describe building renovations in individual schools, black and white student waiting lists in magnet schools, and letters of evaluation from Price Waterhouse and Company. (JCD)

ED 210 338 UD 021 770

Foote, Edward T. Bradney, Lyn
Desegregation Monitoring and Advisory Committee. Report No. 8.
Saint Louis Public Schools, Mo.
Pub Date-12 Jun 81
Note-31p.; For related documents, see UD 021 769-771 and UD 021 776-780.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum Development, *Desegregation Effects, Desegregation Methods, *Desegregation Plans, Elementary Secondary Education, Enrollment, Magnet Schools, Management by Objectives, Parent Participation, Program Administration, Racial Balance, Racial Distribution, *School Demography, *School Desegregation, School Visitation, Special Programs, Student Transportation, Teacher Transfer
Identifiers-*Saint Louis City School District MO

This eighth report by the Desegregation Monitoring and Advisory Committee updates information on the implementation of a court ordered desegregation plan in the St. Louis, Missouri public schools. The introduction states that the successes in carrying out the plan far outweigh the failures. Site visits and management-by-objective reports were cited as major information sources used in monitoring the implementation process. The report cited delays in building renovations and lack of consistent communication about curriculum development as the major problems of the implementation plan at the middle school level. Identifiable problems related to demographics were higher percentages of white attrition than anticipated, overcrowding in some schools, and the loss of some student records. The report attributed delays in the implementation of enrichment and special education programs to lack of consistent curriculum guidelines, inadequate resources and staff as well as limited mainstreaming of students in the case of special education programs. Also emphasized were problems associated with teacher assignments to achieve racial balance, and minimal parent participation due to the burden of too many meetings held by too many competing organizations. Statistics are given on the number of students transported, and the number of vehicles used. (JCD)

ED 210 339 UD 021 771

Foote, Edward F.
Desegregation Monitoring and Advisory Committee. Report No. 4.
Saint Louis Public Schools, Mo.
Pub Date-18 Nov 80
Note-69p.; For related documents, see UD 021 769-770 and UD 021 776-780. Not available in paper copy due to reproduction quality of original document.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Desegregation Effects, Desegregation Methods, *Desegregation Plans, Elementary Secondary Education, Enrollment, Magnet Schools, Management by Objectives, Personnel Needs, Program Administration, Racial Balance, *School Demography, *School Desegregation, *School Visitation, Special Programs, Student Transportation
Identifiers-*Saint Louis City School District MO

This fourth report of the Desegregation Monitoring and Advisory Committee examines the problems in the implementation of a desegregation plan for the St. Louis, Missouri public schools. The organizational role of administrative and volunteer personnel and the process of obtaining information through school visitation is discussed. Problems of meeting and exceeding target enrollments, delays in implementing specialized, enrichment and developmental programs in some schools, and the lack of effective enrollment reporting procedures are examined. Also discussed are problems and reforms in the school transportation system, (such as measures to relieve overcrowding), and the lack of adequate teaching space for special education students. Appendices include a list of reports requested by the committee; student enrollment data for special education classes according to school, area of exceptionality, and race; and information on the number of available teaching positions arranged by region, school and subject area. (JCD)

ED 210 340 UD 021 772

A Voluntary Plan for the Interdistrict Exchange of Students and Related Programs.

Saint Louis Public Schools, Mo.

Pub Date-4 Mar 81

Note-39p.; For a related document, see UD 021 775.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Role, Admission Criteria, Budgeting, Court Role, *Desegregation Methods, *Desegregation Plans, Educational Planning, Elementary Secondary Education, Financial Policy, *Interdistrict Policies, *Student Transportation, Transfer Policy, *Transfer Students

Identifiers-*Saint Louis City School District Mo

This voluntary plan for the interdistrict exchange of students responds to a desegregation court order issued to the St. Louis, Missouri Board of Education. Among the criteria cited as necessary to the operation of permissive interdistrict transfers were: (1) eligibility of a student to transfer to a district and school where the student's race is in the minority; (2) determination of space availability by the host district; (3) agreement by the host district to provide the same educational services to the transfer student as are provided its own students; (4) agreement by participating districts to provide information on space availability by school and by grade; (5) the right of eligible students to apply for a specific school in which space has been identified; and (6) agreement by participating districts to actively promote interdistrict transfer. Criteria for student selection, evaluation of building capacity and site selection for magnet schools and other special programs, staff exchanges, parent/community involvement, transportation policies, and administrative coordination are also examined. A discussion of finances includes an itemized budget summary for the plan. The budget also describes activities for the implementation of the plan over a three year period, and includes the estimated number of students involved during each phase. (JCD)

ED 210 341 UD 021 773

Cotter, Marian E.

Public Information and Public Involvement. Progress Report, September 1980-March 1981.

Saint Louis Public Schools, Mo.

Pub Date-Mar 81

Note-48p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Desegregation Methods, Desegregation Plans, Elementary Secondary Education, Enrollment, *Hotlines (Public), *Information Services, Magnet Schools, *Outreach Programs, *School Community Relationship, *School Desegregation, School Security, Special Programs, Student Placement, Transfer Policy

Identifiers-*Saint Louis City School District MO

This progress report on the Public Information Section of the St. Louis, Missouri public schools covers the period from April to September 1980 and includes a log of events and descriptions of activities related to the implementation of the school desegregation plan. According to this report, the Public Information Section incorporated the following activities: (1) establishment of a telephone hotline for the dissemination of desegregation related information; (2) development of a media campaign directed toward all segments of the St. Louis community and school personnel; (3) identification of community resources and organizations to act as liaisons between the public schools and the community; (4) coordination of contacts with media persons, arrangement of media conferences, and provision of speakers as requests were made; (5) provision of training in media communication skills for school administrators; and (6) recruitment and training of volunteers for the Straight Story Line. The Straight Story Line is described as an information and referral service which handled telephone inquiries about school assignments, enrollments, transfer policies and procedures, school safety and security measures, and transportation services. Also included in this report is information on the daily number and content of the telephone inquiries. Appended are two summary reports on the Straight Story Line. (JCD)

ED 210 342 UD 021 774

Marshall, Gail Haas, Kay

The Urban Consumer Education Project. Interim Report, 1979-80.

Saint Louis Public Schools, Mo.
Pub Date-5 Mar 80
Note-24p.; Appendices may be marginally legible due to reproduction quality of original document. For a related document see ED 197 197.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Resources, *Consumer Education, Elementary Education, Grade 5, Inservice Teacher Education, Knowledge Level, *Program Effectiveness, Urban Education
Identifiers-*Saint Louis City School District Mo

This interim evaluation report of the St. Louis, Missouri Urban Consumer Education Project assesses program effectiveness in terms of teacher training and teacher knowledge of consumer basics, community resource participation, and student and teacher knowledge. The project was designed to teach fifth grade students their rights and responsibilities as consumers, while helping teachers and other community members to gain expertise in teaching and using consumer basics. A major feature of the teacher training workshops was the participation of representatives from local businesses, educational institutions, and public service agencies. These resource persons also taught consumer basics to the students. In a post-program test which evaluated consumer knowledge of wise buying habits, warranties, consumer agencies, and consumer rights and responsibilities, both student and teacher performance was weakest in the understanding of warranties. Students showed limited knowledge of local consumer groups to be contacted about consumer problems. Appended to this report are samples of the tests used in the evaluation. (JCD)

ED 210 343 UD 021 775

Foote, Edward T.

An Educational Plan for Voluntary, Cooperative Desegregation of Schools in the St. Louis, Missouri Metropolitan Area.

Saint Louis Public Schools, Mo.
Pub Date-27 Mar 81
Note-41p.; For a related document, see UD 021 772. Some pages may be marginally legible due to reproduction quality of original document.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cooperative Programs, *Desegregation Effects, Desegregation Methods, *Desegregation Plans, Educational Planning, Elementary Secondary Education, Magnet Schools, Nonschool Educational Programs, *Program Administration, *School Desegregation, Student Transportation, Transfer Students, *Voluntary Desegregation
Identifiers-*Saint Louis City School District Mo

This educational plan for voluntary, cooperative school desegregation was designed to provide the St. Louis, Missouri Public School System with strategies for coping with desegregation effects, such as declining enrollments, teacher layoffs, and school closings. The primary components of the plan include: (1) permissive, interdistrict transfers on to existing programs that already have available space when the transfer would decrease racial segregation; (2) specialized magnet schools or programs that could be either full-time or part-time; and (3) educational programs designed to promote constructive experiences for students of different races in nonschool educational settings. Other factors considered in the development of the plan were criteria for student, teacher and administrator involvement, transportation, administrative coordination, and financing. The plan is described as six years in length; implementation is to be accomplished in two phases. (JCD)

ED 210 344 UD 021 776

Foote, Edward T.

Desegregation Monitoring and Advisory Committee. Report No. 1.

Saint Louis Public Schools, Mo.

Pub Date-29 Aug 80

Note-11p.; For related documents, see UD 021 769-771 and UD 021 777-779. Best copy available.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Busing, Court Litigation, Court Role, *Desegregation Effects, *Desegregation Methods, Elementary Secondary Education, *Enrollment, Magnet Schools, *Policy Formation, School Demography, *School Desegregation, School Security, Student Transportation, Teacher Shortage

Identifiers-*Saint Louis City School District MO

This first report of the Desegregation Monitoring and Advisory Committee reviews school regulatory policies resulting from the implementation of court ordered desegregation in the St. Louis, Missouri public schools. These policies address these issues: (1) the safety and security of school children; (2) the transportation of children; (3) the assignment of children; and (4) the assignment of teachers. A discussion of the responsibilities of monitors and other school security personnel, a description of bus routes and schedules, and student enrollment data are included in the report. (JCD)

ED 210 345 UD 021 777

Foote, Edward T.

Desegregation Monitoring and Advisory Committee. Report No. 2.

Saint Louis Public Schools, Mo.
Pub Date-19 Sep 80
Note-116p.; For related documents, see UD 021 769-771 and UD 021 776-780. Some pages may be marginally legible due to reproduction quality of original document. Oversized pages are included.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Blacks, Curriculum Development, *Desegregation Effects, Desegregation Methods, *Desegregation Plans, Discipline Policy, Elementary Secondary Education, Enrollment, Magnet Schools, Program Administration, *School Demography, *School Desegregation, Special Programs, Staff Development, Student Placement, Student Transportation, Teacher Transfer, Whites
Identifiers-*Saint Louis City School District MO

This second report of the Desegregation Monitoring and Advisory Committee examines the problems and procedures of a court-approved desegregation plan for the St. Louis, Missouri public schools. Regular and nonregular student assignments and enrollments are discussed with respect to the racial composition of the student population and the type of school or program. The report describes objectives of the desegregation plan, student assignment procedures, guidelines for safety, essential elements in a school contingency plan to handle emergencies, and procedures for identifying discipline problems. Appendices include current and projected enrollment data for black, white and total student populations in integrated and non-integrated schools in 1980 and 1981, as well as enrollment information for magnet schools and enrichment programs according to grade level. Information on the number of black and white certified and non-certified teachers for each participating school district and the number of open teaching positions according to grade category and subject area are also given in tabular form. Additional charts analyze the national origin of minority group children, the number of naturally integrated schools, changes in cluster configuration, and the three tier schedule of school hours. (JCD)

ED 210 346 UD 021 778

Foote, Edward T.

Desegregation Monitoring and Advisory Committee. Report No. 3.

Saint Louis Public Schools, Mo.
Pub Date-23 Oct 80
Note-18p.; For related documents, see UD 021 769-771 and UD 021 776-780. Some pages may be marginally legible due to reproduction quality of original document.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cooperative Programs, *Court Litigation, *Court Role, *Desegregation Methods, *Desegregation Plans, Educational Planning, Elementary Secondary Education, *School Desegregation, School Security, *Voluntary Desegregation
Identifiers-*Saint Louis City School District MO

This interim report about the court's order for voluntary, interdistrict desegregation in the St. Louis, Missouri public schools was filed by the Desegregation Monitoring and Advisory Committee. The report discusses the problems of defining the relationship between voluntary'' and mandatory,'' and developing alternative solutions to desegreqation. The issue of whether a voluntary plan can protect participating districts against further litigation is examined with respect to the following questions: (1) Is there a legal barrier to a resolution of potential school desegregation claims against a county school district by means short of full litigation of a district's liability? (2) To what extent can such a resolution eliminate a county school district's exposure to future school desegregation litigation? and (3) What criteria must such a resolution meet? The characteristics of a possible voluntary, cooperative interdistrict plan are discussed in response to these questions. (Author/JCD)

ED 210 347 UD 021 779

Foote, Edward T.

Desegregation Monitoring and Advisory Committee. Report No. 5.

Saint Louis Public Schools, Mo.

Pub Date-19 Jan 81

Note-90p.; For related documents, see UD 021 769-771 and UD 021 776-780. Some tables may be marginally legible due to small size type.

Pub Type- Reports - General (140)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Administrative Policy, Compliance (Legal), *Desegregation Plans, Elementary Secondary Education, *Enrollment, Public Schools, *School Desegregation, School Districts, School Security, Special Programs

Identifiers-*Saint Louis City School District MO

This report presents an update on the implementation of a court-ordered desegregation plan in St. Louis, Missouri, public schools. Current information is provided on monitoring activities, problems of overcrowding, transportation, security, student attrition, and student enrollment in enrichment, specialty, special education, and part-time integrated programs. Also discussed are teacher assignments, staff and curriculum development Title I, parent participation, building renovations, textbooks and supplies, and voluntary, cooperative'' interdistrict planning. Lists of projected reports and open teaching positions, as well as a building modification report, are appended. (JCD)

ED 210 348 UD 021 780

Foote, Edward T.

Desegregation Monitoring and Advisory Committee. "Two Roads Diverged in a Wood, and..." Report No. 6.

Saint Louis Public Schools, Mo.

Pub Date-6 Feb 81

Note-19p.; For related documents, see UD 021 769-771 and UD 021 776-779.

Pub Type- Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Community Role, *Court Role, *Desegregation Litigation, *Desegregation Methods, Elementary Secondary Education, *Voluntary Desegregation

Identifiers-*Saint Louis City School District MO

This report examines the status of school desegregation in the St. Louis, Missouri, public schools as of February 1981, and weighs the problems associated with court ordered versus voluntary desegregation. It is proposed that the city of St. Louis might still avoid a lengthy court battle over desegregation if the following steps are followed to permit voluntary desegregation to take place: (1) a two-month extension of the cooperative planning process authorized by the court; (2) a modification of the December 19, 1980 court order to include both the City Board and the Department of Justice in the planning; (3) the issuance of a court order guaranteeing protection of the process ordered under Paragraph 12 of the court's May 21, 1980 order; (4) the issuance of a court order delaying any further activity or reporting of action concerning mandatory planning under Paragraph 12 of the May 21, 1980 order; (5) a two month delay of action on the motions filed by the Board and the NAACP to expand the case throughout the area; and (6) the reservation of a time at the end of two months for a hearing on the plan to be submitted. (Author/JCD)

ED 210 349 UD 021 784

The Toledo Catalog: Assessment of Students and School Administrators. Volume I. Draft.

Toledo Public Schools, Ohio.; Western Michigan Univ., Kalamazoo. Evaluation Center.

Pub Date-30 Jun 80
Note-387p.; Some pages may be marginally legible due to reproduction quality of original document.
Pub Type- Reference Materials - Directories/Catalogs (132) - Tests/Questionnaires (160)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-*Administrator Role, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, *Models, School Administration, Student Behavior, *Student Development, *Student Improvement, Testing
Identifiers-*Toledo Public Schools OH

Presented here is volume one of a catalog developed by the Toledo, Ohio Public Schools and the Evaluation Center at Western Michigan University and designed as a tool for the evaluation of student growth and learning. The introduction and preface provide information concerning the development and use of these materials which are said to be suggestive rather than prescriptive in nature. Part one consists of a description of student behaviors in seven growth areas, which are divided into subsections within each area, and further divided into student traits. The seven growth areas are intellectual, emotional, physical and recreational, aesthetic and cultural, moral, vocational, and social. Part two consists of a wide variety of measuring devices for the seven growth areas and for a range of age/grade categories which can be used to assess student performance. Three remaining sections facilitate the use of this document. The outline of classes section provides an overview of subsections in each growth area. A cross reference index gives an alphabetical listing of classes, categories, and characteristics keyed to the page on which the narrative is found and followed by the page number of all applicable measuring devices. Finally, the index of measures is organized to provide the page numbers of measuring devices by type and subject. (Author/JCD)

ED 210 350 UD 021 785

Biernacki, Gerald J. And Others

A Plan for Evaluation Services.

Toledo Public Schools, Ohio.

Spons Agency-Ohio State Dept. of Education, Columbus.

Pub Date-7 May 80

Note-45p.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Change, *Formative Evaluation, Management by Objectives, *Models, Needs Assessment, *Program Costs, *Program Evaluation, Student Development, *Summative Evaluation

Identifiers-Toledo Public Schools OH

The evaluation of instructional programs is necessary in order to document accomplishments, determine cost effectiveness, establish management control, and provide bases for improving the education of students. The responsibilities and technical requirements of an evaluation system involve the function of the following component areas: demographic information, program evaluation, program auditing, testing, and technical assistance. The evaluation process includes: (1) a generalized needs assessment and identification of the problem area; (2) a focused assessment involving program development, implementation and formative evaluation; and (3) a summative evaluation and dissemination of results. The organization and development of an evaluation system also involves the selection and training of staff as well as the implementation of a systemwide standardized testing program. (JCD)

ED 210 351 UD 021 786

Toledo Public Schools School Utilization Study, 1980-81 School Year. 2nd Year Study. Elementary School Buildings.

Toledo Public Schools, Ohio.
Pub Date-May 81
Note-86p.; Some tables may be marginally legible due to small size type.
Pub Type- Reports - Evaluative (142) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Declining Enrollment, *Educational Facilities, Elementary Schools, Enrollment Projections, Environmental Influences, Environmental Standards, *Facility Utilization Research, High Schools, Junior High Schools, *Operating Expenses, Personnel, Traffic Safety
Identifiers-Toledo Public Schools OH

In response to declining student enrollment, the Toledo, Ohio public school system conducted a school utilization study involving the evaluation of eight categories of achievement. These categories were: (1) educational adequacy as determined by the ability of the facility to meet the requirements of a good instructional program; (2) an overview of operational costs which included overhead per student for support personnel and utilities; (3) current and projected enrollments; (4) environmental influences such as noise pollution, play area, lighting and security, flooding, and the condition of adjacent properties; (5) alternate or non-school use of facilities; (6) modernization potential based on age and general condition of the physical structure, renovation complexity and code compliance, and access for the physically handicapped; (7) capacity; and (8) traffic and safety controls. Each category was ranked across the school system, and the data results for each school are included in this report. (JCD)

Hollifield, John H. Slavin, Robert E.
Disseminating Student Team Learning in Desegregated Schools: A Case Study.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No.-CSOS-311
Pub Date-Jun 81
Grant-NDN-G-080; NIE-G-80-0113
Note-35p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Innovation, Elementary Secondary Education, *Group Instruction, *Information Dissemination, *Information Networks, *Racial Relations, *School Desegregation
Identifiers-Desegregation Aid, Emergency School Aid Act 1972, National Diffusion Network

This paper describes the dissemination effort that has resulted in the extensive use of the Student Team Learning Program, an instructional process designed for the purpose of improving race relations in desegregated schools. Various attributes of the program that have enhanced its adoption in over 1000 school districts are examined and the effectiveness of differing dissemination strategies is considered. The roles of the National Diffusion Network, the Race Desegregation Centers, State Departments of Education, Emergency School Aid Act programs, regional educational laboratories, and administrators and teachers in the dissemination process are reviewed. The report concludes with a discussion of the implications of this project for the dissemination of other educational innovations. It is suggested that the development of adequate educational technology will help solve many dissemination problems. (Author/APM)

ED 210 353 UD 021 801

A Report on the Administration and Operation of Title I of Public Law 874, Eighty-First Congress.

Commission on the Review of the Federal Impact Aid Program, Washington, D.C.

Pub Date-1 Sep 81

Note-718p.; Submitted to the President and to the Congress. Some tables may be marginally legible due to small size type.

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF04/PC29 Plus Postage.

Descriptors-*Compensation (Remuneration), Compliance (Legal), *Educational Finance, Elementary Secondary Education, Evaluation Methods, Federal Programs, *Fiscal Capacity, *Government Role, *Government School Relationship, Program Evaluation, Public Policy, School Demography, *School Districts

Identifiers-*Impact Aid

This report on the administration and operation of Title I of Public Law 874 is a descriptive and evaluative study of the Federal Impact Aid Program. Chapter one discusses the history and basic elements of the program, and the plan of study used in the evaluation. The methodology of the study, which includes the characteristics and validity of the Economic Impact Model in comparison with more conventional models, is examined in chapter two. Chapter three considers evidence for reducing or revising the Impact Aid Program with respect to the following issues: the definition of federal property, and strategies for mitigating adverse effects of federal activities on local educational agencies; intergovernmental tax immunities; the government's responsibility in the attainment of adequate levels of education in federal programs; the net fiscal burden placed upon local education agencies by federal activities; and the criteria for determining eligibility of local education agencies for compensatory payments. The last two chapters include the report's findings and legislative recommendations. Sixteen appendices provide supplementary and peripheral information related to the Federal Impact Aid Program and to this report. (JCD)

ED 210 354

UD 021 827

Sullivan, Otha Richard

Identified and Placed for Life: A Review of the Disproportionate Number of Black Children Assessed, Identified and Placed in Programs for the Educable Mentally Retarded.

Pub Date-27 Aug 81
Note-21p.; Some tables may be marginally legible due to reproduction quality of original document.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Black Students, Civil Liberties, Elementary Secondary Education, *Equal Education, Intelligence Tests, *Mild Mental Retardation, *Racial Bias, Racial Discrimination, *Student Evaluation, *Test Bias

This paper reviews and assesses the data that show black children are being placed in Educable Mentally Retarded (EMR) classes at rates which are two to four times greater than whites or any other ethnic group in the nation. Discussed are the results and implications of a study involving a comparative analysis of the national statistics of the number of blacks and whites assessed, identified and placed in EMR programs, and the criteria used by public schools for identifying and placing children in EMR programs. Included among the results were that while blacks comprise only 16 percent of the total student enrollment in public elementary and secondary schools, they make up 38 percent of the enrollment for EMR programs. The study suggests that racially and culturally fair assessment tools (as defined by Mercer) as well as a variety of formal and informal indicators of social, emotional and intellectual development are necessary in the evaluation of students. (JCD)

ED 210 355 UD 021 830

A Study of the Longitudinal Effects of the Title I Reading Component From 1976 Through 1980.

Atlanta Public Schools, Ga.
Pub Date-19 May 81
Note-8p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Elementary School Students, *Longitudinal Studies, Program Effectiveness, Reading Achievement, *Reading Improvement, Underachievement
Identifiers-*Atlanta Public Schools GA, *Elementary Secondary Education Act Title I

The purpose of the study was to determine the longitudinal effects of a Title I reading component on students in grades two through five from 1976 through 1980. The following questions were considered in the analysis of performance among reading participants: (1) Do the same students remain in Title I year after year? (2) Do students who participate in Title I for one year achieve at a higher level and no longer need the compensatory instruction? (3) Do students participating in Title I the first year score too high on the standardized achievement test to be eligible the following year, and become eligible to participate again in the third year? Results indicated that although 29 percent of the students remained in the program for the full four year period, the achievement of 12 percent of the students improved significantly. The remaining 59 percent of the students fluctuated in and out of the program during the four year period. (JCD)

ED 210 356   UD 021 832

Fraser, Lowrie A. And Others

Transitional Bilingual Education Project. Title VII of the Elementary and Secondary Education Act. A Final Project Report, 1979-80. Report No. 14-3.

Atlanta Public Schools, Ga.

Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

Pub Date-Dec 80

Note-52p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Bilingual Education, *Community Involvement, Elementary Education, English (Second Language), Instructional Materials, Parent Participation, Program Descriptions, Second Language Instruction, *Spanish Speaking, *Staff Development, Student Attitudes

Identifiers-*Atlanta Public Schools GA, Elementary Secondary Education Act Title VII, *Limited English Speaking

This is the final project report for the Transitional Education Project, conducted in Atlanta, Georgia, public schools in 1979-80. A program description is followed by a section that charts changes in students' attitudes toward school and lists program objectives in the areas of English and Spanish language ability and advancement in core curricula materials. Staff development and teacher inservice training efforts are outlined. Parent advisory council and community liaison activities are also covered. Conclusions and recommendations for program improvement are presented at the report's end. Appended are a list of project personnel, a list of instructional materials for bilingual classes, and sample student attitude and evaluation questionnaires. (APM)

ED 210 357 UD 021 833

Ballagas, Linda And Others

Atlanta Follow Through Program. Final Report 1977-78, 1978-79, 1979-80. Report No. 14-6.

Atlanta Public Schools, Ga.

Pub Date-Feb 81

Note-74p.; Not available in paper copy due to reproduction quality of original document.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Achievement Gains, Attendence, *Disadvantaged Youth, *Low Achievement, Models, *Parent Participation, Primary Education, Program Descriptions, Program Effectiveness, Program Evaluation, *Reading Improvement, Social Services

Identifiers-*Atlanta Public Schools GA, Independent Learning Project, *Project Follow Through

This is a final evaluation report for Atlanta, Georgia's Follow Through Program, a project conducted from 1977-80 to curb low achievement among Project Head Start students as they move through the primary grades. Various program components including psychological, health, and social services, administration, staff development, and parent involvement are described. Results of the program evaluation are discussed for several areas such as: (1) the degree of implementation of the Independent Learning Model (the program's model); (2) the reading progress of students; (3) the extent of parent involvement; (4) student gains on achievement tests; (5) program costs; (6) attendance; and (7) the performance of the health, psychological, and social services components. Extensive statistical data on results are included in the form of 22 tables, four charts and an appendix. Recommendations for program improvement are offered at the end of the report. (APM)

ED 210 358 UD 021 837

Moles, Oliver Collins, Carter

Home-School Programs of Urban School Districts.

Pub Date-15 Apr 81

Note-22p.; Paper presented at the Annual Meeting of the American Education Research Association (Los Angeles, CA, April 15, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Economically Disadvantaged, Elementary Secondary Education, *Family Influence, *Family School Relationship, *Home Programs, Home Study, *Parent Participation, Parent School Relationship, *Parent Student Relationship, Parent Teacher Cooperation, School Community Relationship

Identifiers-*Parent as a Teacher, Parent Assisted Learning Program

This paper reports the results of an ongoing study of home school programs incorporating the fourth through twelfth grade levels of large urban school districts. It examines the nature and scope of programs designed to improve student learning through parent involvement in tutoring, managerial and socializing activities as they relate to educational practice. Programs are classified according to goals for students such as achievement, social development, attendance, and career plans, and according to modes of home school interaction, parent school and parent child activities. Also included is a review of selected home school programs and a set of general guidelines, objectives, and activities for prospective home school programs. (JCD)

ED 210 359 UD 021 838

Takei, Yoshimitsu

Asian-Pacific Education after Brown and Lau.

Pub Date-Apr 81

Note-15p.; Paper prepared for the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April, 1981).

Pub Type- Information Analyses (070) - Historical Materials (060) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Acculturation, *Asian Americans, Ethnic Groups, *Immigrants, *Quality of Life, Racial Discrimination, *School Desegregation, *Social Change, Social Integration

Identifiers-*Pacific Americans

The issue of school desegregation does not affect most Asian/Pacific Americans today due to their small number, geographic dispersion, heterogeneity based on differences in ethnic identities, and variations in their degree of cultural and social assimilation into American society. Before 1965 most of the Asian and Pacific American young people were acculturated second and third generation Americans; however, the number of foreign born, limited English speaking children of Asian or Pacific background in the schools began to increase steadily after that year. The relatively small number of Chinese American children, for example, probably promoted their supervision by adults in the community, thereby reducing opportunities to become delinquent as well as increasing social and emotional support for doing well in school. Favorable employment situations between the 1940s and 1960s also promoted the cultural assimilation of the descendents of the earlier immigrants. After 1965, however, the evidence of social and racial discrimination encountered by Asian and Pacific Americans in the areas of employment, housing, educational and social services becomes more visible. (Author/JCD)

ED 210 360 UD 021 843

Murray, Charles A. And Others

The National Evluation of the Cities in Schools Program. Report No. 4: Final Report.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Report No.-AIR-68201-2-81-FR-4

Pub Date-81

Contract-400-77-0107

Note-214p.; Some pages may be marginally legible due to reproduction quality of original document.

Pub Type- Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Cost Effectiveness, *Delivery Systems, *Disadvantaged Youth, Elementary Secondary Education, *Program Effectiveness, Program Evaluation, *School Community Relationship, Social Services, *Student Development, *Urban Programs

Identifiers-*Cities in Schools

This is the final report of an evaluation of the Cities in Schools (CIS) program which was designed to ensure the delivery of educational and social services to inner city students; CIS uses the school as a base of operations. CIS contends that the current delivery systems are insufficient to meet the needs of youth due to lack of coordination, personalism, accountability and morale, according to this report. CIS's solution to this problem was reviewed in the light of the following assertions: (1) CIS will provide a superior structure and process for service delivery to disadvantaged youth; (2) the higher quality of service leads to significant, positive impact on youth; and (3) these positive benefits can be achieved without excessive increase to costs of the present delivery systems. Also discussed are problem reduction strategies versus solution building strategies in the evaluation of CIS, and CIS elements as part of the solution. A commentary by CIS on the issues that affected the program evaluation is appended. A discussion of the design of the study, which includes samples of caseworker and student interview forms, service delivery questionnaires, project histories, and other archival data from the evaluation are included in the appendices. (JCD)

ED 210 361 UD 021 846

Lacayo, Carmela G. And Others
A National Study To Assess the Service Needs of the Hispanic Elderly. Final Report.
Asociacion Nacional Pro Personas Mayores, Los Angeles, Calif.
Spons Agency-Administration on Aging (DHHS), Washington, D.C.
Pub Date-Dec 80
Grant-0090-A-1295
Note-503p.; Some tables may be marginally legible due to small size type.
Pub Type- Reports - Research (143) - Reports - Evaluative (142)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors-Community Role, Crime, *Cubans, Cultural Differences, Ethnic Groups, Family Role, Health Services, *Hispanic Americans, Housing Needs, *Mexican Americans, *Needs Assessment, Nutrition, *Older Adults, Population Trends, *Puerto Ricans, Racial Discrimination, Social Services, Transportation

The first national needs assessment of Hispanic elderly represents a response to the research findings which indicate lower participation rates in social programs and more limited access to social services among older Hispanics than among aged Americans in general. This report provides a descriptive analysis of the problems and needs of four main subgroups of older Hispanics: Cuban Americans, Mexican Americans, Puerto Ricans, and other Hispanics in relation to the following areas: (1) health services; (2) housing needs; (3) social services; (4) transportation; (5) crime; (6) community involvement; (7) nutrition; and (8) discrimination barriers. The report discusses the influence of each of the subgroup classifications and cites the following as major findings of the study: (1) older Hispanics exhibit characteristics of both homogeneity and heterogeneity; (2) older Hispanics reported relatively low use of social services, with a high discrepancy reported between use and need; (3) only 55 percent of older Hispanics aged 65 years and over receive Social Security retirement; (4) whereas informal network supports are available for many older Hispanics, as measured in terms of visits with children, relatives and friends, only 4.2 percent of older Hispanics receive financial support from family members on a regular basis; and (5) arthritis is the most prevalent ailment among older Hispanics, followed by high blood pressure, heart trouble and circulation problems. (Author/JCD)

ED 210 362   UD 021 847

Duff, Ogle B., Ed. McClain, Herman J., Ed.

Student Concerns: Discipline, Academic Achievement and Community Involvement in a Desegregated Setting. Proceedings (December 13-14, 1979).

Pittsburgh Univ., Pa. Race Desegregation Assistance Center.
Spons Agency-Department of Education, Washington, D.C.
Pub Date-Jun 81
Grant-G0078C0132
Note-189p.
Pub Type- Collected Works - Proceedings (021) - Reports - General (140)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Academic Achievement, Administrator Role, *Black Students, Community Involvement, *Discipline, *Educational Environment, Elementary Secondary Education, *School Community Relationship,

*School Desegregation, Student School Relationship, Teacher Role

This collection of conference presentations focuses on the relationships among educational environment, academic achievement, and discipline problems, particularly in desegregated schools. The first paper, by Barbara Sizemore, addresses the role of the school community in creating positive learning experiences. In the second paper, author William Thomas discusses discipline problems and strategies for dealing with these problems. The following presentation by Leonard Beckham focuses on enhancing student self concept and increasing student involvement in their high schools. Safety and security in a desegregated setting is the topic of the fourth paper by Peter Blauvelt. In the fifth paper, Gloria Grantham conducted a community advocacy project for minority group students in New Castle County, Delaware. This paper is followed by a discussion of ways to improve standardized test performance among minority group children. The final paper describes activities carried out with Emergency School Aid Act (ESAA) funds in Charlottesvile, Virginia. Appended to this collection are the results of a conference evaluation and a list of conference participants. (GC)

ED 210 363 UD 021 848

Barnett, Cherie P. And Others

Selected Bibliography of Government Publications about Black Americans Published in 1977-1978.

Prince George's County Memorial Library System, Hyattsville, Md.

Pub Date-81

Note-29p.

Available from-Cherie P. Barnett, Oxon Hill Branch, PGCMLS, 6200 Oxon Hill Road, Oxon Hill, MD 20021 ($0.50 each; make checks payable to PGCMLS).

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Affirmative Action, *Agencies, Annotated Bibliographies Black Influences, *Blacks, Civil Rights, Education, Employment, *Government Publications, Health, Housing, Minority Groups, School Desegregation, Socioeconomic Status

This annotated bibliography of government publications is based on information from the Monthly Catalog of United States Government Publications, the Selective List of Government Publications, and the publications lists of individual agencies. All items were printed in 1977 or 1978, and reflect subjects of special interest to black Americans. The bibliography does not include (1) Census Bureau publications except [illegible] which deal specifically with the black population; (2) [illegible] ate hearings except those which dealt in depth with an area of interest such as busing; (3) reprints of articles originally published in U.S. Government serials or periodicals indexed in one [illegible] d sources; (4) ERIC documents; or (5) publications sold by the National Technical Information Services which were available only on microfilm or microfiche. Annotations include price and ordering information. There are approximately 150 entries. (Author/JCD)

ED 210 364 UD 021 850

Munoz, RoJean Madsen Metro, Laura

Improving Committee Membership Skills of Women and Minority Business College Students.

Pub Date-13 Apr 81

Note-80p.; Paper presented at the Annual Conference of the American Educational Research Association (Los Angeles, CA, April 13, 1981).

Pub Type- Reports - Research (143) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Business Education, *Females, *Group Dynamics, *Higher Education, Hispanic Americans, *Minority Groups, Socialization, *Teaching Methods, Womens Education

Identifiers-*Guided Design

Under the assumption that women and minority business college students have had little opportunity to develop the interpersonal and community membership skills required in business management, this paper reviews some of the research on socialization, group process theory, and the development of college students, and relates it to the special needs of women and minorities. It singles out Guided Design as a useful pedagogical tool for teaching committee skills and finds merit in the approach's emphasis on small group cooperation in solving a structured series of problems within a case situation. The paper describes a study in which 26 business statistics students of Anglo, Hispanic, black, or foreign origin were exposed to a Guided Design exercise involving the completion of 23 tasks over a total of 10 class hours. Findings, based on the author's observations and students' reports and assessments, tentatively supported the hypotheses postulated: women and/or minority students experience fewer roles than white males and consequently have different role learning goals; women and/or minority students played more unfamiliar roles during the class exercise; and a high percentage of students reported that the exercise was effective in teaching both roles and statistics. Questionnaires and Guided Design exercises are included. (MJL)

ED 210 365 UD 021 851

Green, Charles W.

Operationalizing Contact Theory: Measuring Student Attitudes toward Desegregation.

Pub Date-Aug 81
Note-23p.; Paper presented at the Annual Convention of the American Psychological Association (Los Angeles, CA, August 23-27, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Measures, Black Students, Middle Schools, *Peer Influence, *Peer Relationship, Racial Bias, *Racial Relations, *School Desegregation, *Student Attitudes, White Students
Identifiers-Allport (Gordon W), *Likert Scales

In order to develop a scale to measure student attitudes toward desegregation in their own schools, 61 Likert type statements were developed and administered to over 3000 black and white middle school students in five schools in a southwestern community. Gordon Allport's criteria, particularly his contact theory of desegregation, provided the theoretical base for the study. Factor analysis of the responses yielded five factors which served as the basis for grouping 50 items into a five subscale test. The five emergent factors concerned (1) the concept of interdependence of groups; (2) perceptions of supportive organizational norms; (3) intergroup associations and interactions; (4) the criterion of equal status; and (5) students' acceptance of others different from them as peers. The internal consistency reliability of the scale was .92. Of seven other measures taken to test the validity of the scale, five were correlated highly with the total score and the subscale scores. (MJL)

ED 210 366 UD 021 852

Improving Home-School Cooperation: A Bibliography.
Southwest Educational Development Lab., Austin, Tex.
Pub Date-31 Aug 81
Note-12p.; Not available in paper copy due to institution's restriction; some pages may be marginally legible due to small size type.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Citizen Participation, *Community Involvement, Disadvantaged Youth, *Family School Relationship, Minority Groups, *Parent Participation, *School Community Relationship, *School Desegregation
Identifiers-Parent Advisory Councils, *Ways to Improve Education in Desegregated Schools

This bibliography of materials on home school cooperation was compiled to meet the literature needs of the project on Ways to Improve Education in Desegregated Schools (WIEDS), of the Southwest Educational Development Laboratory in Austin, Texas. It covers a range of areas including parents as volunteers, citizen participation in decision making, working with Parent Advisory Councils in Federal programs, and community involvement in desegregation. There are approximately 140 citations of periodical articles, conference papers, monographs, and project reports covering the period 1970 to 1981. (MJL)

ED 210 367 UD 021 853

Meissner, Doris M.

A Legalization Program for Illegal Aliens Living in the United States. Statement before the Committee on the Judiciary, Subcommittee on Immigration, Refugees and International Law, House of Representatives.

Department of Justice, Washington, D.C.
Pub Date-15 Oct 81
Note-17p.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Eligibility, *Federal Legislation, *Illegal Immigrants, Immigration Inspectors, *Law Enforcement, *Policy Formation, Public Policy
Identifiers-Immigration and Nationality Act 1965, *Immigration and Naturalization Service, *Immigration Law, Legal Status

A legalization program for illegal aliens living in the United States is examined in this statement by Doris Meissner, Acting Commissioner of the Immigration and Naturalization Service (INS). Meissner states that the Administration's current proposed legislation is designed to regain control of the immigration process through the development of more effective enforcement measures. This legislation is said to be based on the rationale that: (1) qualified aliens would be able to contribute more to society if they were granted the right to open participation; (2) the enactment of employers sanctions legislation would curtail further uncontrolled hiring of illegal aliens; and (3) legalization would enable the INS to target its enforcement resources on new flows of illegal aliens and avoid devoting limited investigative resources equity claims by aliens. Meissner explains that the current bill would provide temporary residence status'' to illegal aliens who entered the United States prior to January 1, 1980 and have had a continuous residence since that time. Meissner says that the Administration supports a one time legalization program but does not believe that the process of legalization should begin until new enforcement measures, such as employers sanctions have been instituted. (Author/JCD)

ED 210 368 UD 021 854

Reynolds, William Bradford

Desegregation of Public Schools. Testimony before the Subcommittee on Separation of Powers, Committee on the Judiciary, United States Senate.

Department of Justice, Washington, D.C.
Pub Date-16 Oct 81
Note-20p.
Pub Type- Speeches/Meeting Papers (150) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Busing, *Civil Rights Legislation, *Court Litigation, De Facto Segregation, De Jure Segregation, *Desegregation Methods, Elementary Secondary Education, *Equal Education, *Government Role, Policy Formation, Public Schools, Racial Balance, *School Desegregation

This testimony was delivered by William Bradford Reynolds, the Assistant Attorney General of the Civil Rights Division, before the Subcommmttee on Separation of Powers, Committee on the Judiciary of the United States Senate. Reynold states that compulsory busing of students is not an acceptable remedy to achieve racial balance. He emphasizes the responsibility of state and local school boards to formulate educational policies in accordance with Titles IV, VI and IX of the Civil Rights Act of 1964 as well as the Equal Education Opportunity Act of 1974. Reynolds argues for alternative solutions to achieve school desegregation. In developing specific remedial techniques, Reynolds cites the Department of Justice's intent to thoroughly investigate the background of every racially identifiable school in a district to determine whether the racial segregation is de jure or de facto. Reynolds also states that the Department further recognizes several desegregation approaches that seem most promising: voluntary student transfer programs, magnet schools, enhanced curriculum requirements, faculty incentives, inservice training programs for teachers and administrators, school closings in systems that are overcrowded, and adjustments to attendance zones. (JCD)

ED 210 369 UD 021 855

Greater Use of Exemplary Education Programs Could Improve Education for Disadvantaged Children. Report to the Congress by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.
Report No.-HRD-81-65
Pub Date-15 Sep 81
Note-66p.
Available from-U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (first 5 copies, free of charge; additional unbound copies, $1.00 each; 100 or more copies, 25 percent discount). Make checks payable to Superintendent of Documents.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrator Role, *Educational Innovation, Elementary Secondary Education, *Information Dissemination, Models, Program Evaluation, *Reading Achievement, *Reading Programs, State Action
Identifiers-*Elementary Secondary Education Act Title I, *National Diffusion Network Programs

This report by the Comptroller General to the United States Congress discusses the review made of the Department of Education's National Diffusion Network, particularly its efforts to improve Title I reading programs through information dissemination on exemplary projects. Chapter one examines the Department of Education's dissemination activities, administration of Title I responsibilities and objectives, scope, and methodology of Title I projects. Chapter two discusses the need to improve the effectiveness of existing programs through the increased and more cost effective use of exemplary projects. Chapter three discusses the lack of adequate evaluations criteria for assessing project effectiveness, the need to improve the monitoring of State Title I activities, the differences in local project evaluations, and the need to improve network data on exemplary projects. Following a concluding chapter are appendices which discuss the selection of school districts used for site visits and analyze the reading achievement gains of Title I students in thirteen school districts. The last appendix is a letter from the Acting Assistant Secretary for Elementary and Secondary Education in the Department of Education which comments on a draft report of this document. (JCD)

ED 210 370 UD 021 858

Reynolds, William Bradford

Equal Educational Opportunity Strategies for Today's Realities.

Department of Justice, Washington, D.C.

Pub Date-27 Sep 81

Note-13p.; Paper presented at the National Project on Desegregation Strategies' Workshop of the Education Commission of the States (Chicago, IL, September 27, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Busing, Civil Rights, Court Litigation, *Court Role, Desegregation Methods, *Equal Education, *Government Role, Public Policy, *Racial Balance, School Desegregation, *Voluntary Desegregation

Identifiers-Brown V Board of Education, Chicago Public Schools IL, *Department of Justice

Presented here are the remarks of William Bradford Reynolds, Assistant Attorney General, Civil Rights Division at the Education Commission of the States National Project on Desegregation Strategies' Workshop. Reynolds states that mandatory busing and other remedial techniques to achieve racial balance in schools (measures tentatively sanctioned by the United States Supreme Court after the Swann decision of 1971) have

not fared well. The speaker says that the Department of Justice will now emphasize a remedy that will remove State enforced barriers to open up access to public schools; to ensure that all students are provided with educational opportunities of comparable quality; and to provide individual relief to students injured by unconstitutional state actions. Reynolds cites the overseeing of the development of a desegregation plan in Chicago, Illinois in which the Justice Department is emphasizing voluntary desegregation techniques. (APM)

ED 210 371 UD 021 859

Olney, Douglas P., Comp.

A Bibliography of the Hmong (Miao) of Southeast Asia and the Hmong Refugees in the United States. Southeast Asian Refugee Studies Occasional Papers No. 1.

Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.
Report No.-CURA-81-10
Pub Date-Aug 81
Note-57p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Asian History, Cultural Background, Cultural Influences, Ethnography, *Indochinese, Land Settlement, Language Research, *Laotians, *Refugees
Identifiers-*Hmong

This is a bibliography on the Hmong of Laos who are part of a larger group of people commonly referred to in the literature as the Miao. The bibliography is divided into eight sections: (1) background material and volumes which include references to the Hmong; (2) items which specifically refer to Hmong culture and history; (3) ethnographic works concerning kinship, religion, and economics; (4) works on language; (5) books and documents on refugee resettlement; (6) articles from journals and newspapers about the Hmong and other Southeast Asian refugees; (7) listing of known books in the Hmong language; and (8) listings of the main sources used in the compilation of this bibliography as well as other bibliographies on Southeast Asia and refugees. There are approximately 560 entries. (Author/APM)

ED 210 372 UD 021 863

The Equal Rights Amendment: Guaranteeing Equal Rights for Women Under the Constitution. Clearinghouse Publication 68.

Commission on Civil Rights, Washington, D.C.

Pub Date-Jun 81

Note-32p.; Not available in paper copy due to reproduction quality of original document.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Civil Rights Legislation, *Constitutional Law, Equal Education, Equal Opportunities (Jobs), *Equal Protection, Federal State Relationship, Females, *Laws, *Sex Fairness

Identifiers-*Equal Rights Amendment

This report examines the effects that the ratification of the Equal Rights Amendment will have on laws concerning women. The amendment's impacts on divorced, married, and employed women, on women in the military and in school, and on women dependent on pensions, insurance, and social security are all analyzed. A discussion of the Constitutional ramifications of the amendment on the States and courts is also included. (APM)

ED 210 373 UD 021 866

Bibliography on Multicultural Drug Abuse Prevention Issues.
National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.
Report No.-DHHS-ADM-81-1086
Pub Date-81
Contract-271-78-4626
Note-66p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Cultural Differences, *Drug Abuse, Drug Rehabilitation, Drug Use, *Females, *Hispanic Americans, *Minority Groups, *Prevention, Program Development, *Resource Materials, Spanish

This bibliography contains over 280 references to recent published works, divided into four topic areas: (1) primary prevention of drug abuse for multicultural communities; (2) bicultural women and substance abuse; (3) program processes in multicultural drug abuse prevention; and (4) Spanish and bilingual materials on drug abuse prevention. Each citation is followed by an address of the publisher or resource center from which the material might be obtained. (Author/APM)

ED 210 374 UD 021 867

Harrison-Burns, Bettye And Others

A Guide to Multicultural Drug Abuse Prevention: Needs Assessment. Series Booklet.

National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.

Report No.-DHHS-ADM-81-1122

Pub Date-81

Contract-271-78-4626

Note-66p.; For related documents, see UD 021 868-871. Some tables may be marginally legible due to small size type.

Pub Type- Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Community Programs, *Drug Abuse, Drug Rehabilitation, Drug Use, *Minority Groups, *Needs Assessment, *Prevention, *Program Development

This guide is designed to help planners of drug abuse prevention programs for minority groups to assess the specific needs of their communities. Covered are: (1) sources of and methods of acquiring statistical and background information; (2) community survey techniques; (3) developing problem statements; (4) choosing a remedy; (5) writing a position paper; and (6) generating goals and objectives. (Author/APM)

ED 210 375 UD 021 868

Harrison-Burns, Bettye And Others

A Guide to Multicultural Drug Abuse Prevention: Strategies. Series Booklet.

National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.

Report No.-DHHS-ADM-81-1123

Pub Date-81

Contract-271-73-4626

Note-27p.; For related documents, see UD 021 867-871.

Pub Type- Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Change Strategies, Community Action, *Community Programs, *Drug Abuse, Drug Rehabilitation, Drug Use, *Minority Groups, *Prevention, *Program Development

This guide focuses on developing effective strategies for multicultural drug abuse prevention programs. The guide is designed to provide information that can assist minority communities in setting up drug abuse prevention programs in their neighborhoods. It discusses a holistic framework for empowering client populations and outlines four program designs: informative, eudcational, intervention, and those that offer alternatives. (Author/APM)

ED 210 376 UD 021 869

Harrison-Burns, Bettye And Others

A Guide to Multicultural Drug Abuse Prevention Resources. Series Booklet.

National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.

Report No.-DHHS-ADM-81-1124
Pub Date-81
Contract-271-78-4626
Note-82p.; For related documents, see UD 021 867-871. Some tables may be marginally legible due to small size type.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Community Programs, Cultural Differences, *Drug Abuse, Drug Rehabilitation, Drug Use, *Minority Groups, *Prevention, *Program Development, *Resources, Social Agencies

This guide is designed to provide information about concepts, techniques and strategies that can assist minority communities in developing drug abuse prevention programs to meet their specific needs and in evaluating ongoing programs. A directory of organizations and networks that can provide access to resources is included. This directory lists government and private agencies, indicating the address, phone number, target population, services and areas of concern for each agency or organization. (Author/APM)

ED 210 377 UD 021 870

Harrison-Burns, Bettye And Others

A Guide to Multicultural Drug Abuse Prevention: Funding. Series Booklet.

National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.

Report No.-DHHS-ADM-81-1125

Pub Date-81

Contract-271-28-4626

Note-53p.; For related documents, see UD 021 867-871. Some tables may be marginally legible due to small size type.

Pub Type- Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Community Programs, Community Resources, *Drug Abuse, Drug Rehabilitation, Drug Use, Federal Aid, *Financial Support, Grantsmanship, *Minority Groups, *Prevention, Private Financial Support, *Program Development, Proposal Writing, *Resources

This booklet explores sources of money for multicultural and minority drug abuse prevention programs and provides an overview of fundraising methods and resources. Local, State and Federal agencies (including private organizations) that provide funds for drug abuse prevention programs are listed. Ways to go about soliciting funds are outlined. Sources of information, training, and technical assistance are also discussed. (Author/APM)

ED 210 378 UD 021 871

Harrison-Burns, Bettye And Others

A Guide to Multicultural Drug Abuse Prevention: Evaluation. Series Booklet.

National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md. Div. of Prevention and Treatment Development.

Report No.-DHHS-ADM-81-1126

Pub Date-81

Contract-271-78-4626

Note-69p.; For related documents, see UD 021 867-870. Some tables may be marginally legible due to small size type.

Pub Type- Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Community Programs, *Drug Abuse, Drug Rehabilitation, Drug Use, *Evaluation Methods, *Minority Groups, *Prevention, *Program Evaluation

This guide addresses several issues related to the evaluation of drug abuse prevention programs for minorities, including: (1) planning; (2) the role of the evaluator; (3) selection of an evaluation methodology; (4) selection of data collection instruments; (5) selection and training of data collection staff; (6) collection and analysis of data; (7) reporting the findings; and (8) use of the evaluation results for program improvement. (Author/APM)

ED 210 379 UD 021 874

I Have a Dream...'' Publication 5-204-TCH.
Detroit Public Schools, Mich. Div. of Curriculum and Educational Research.
Pub Date-Jan 75
Note-36p.
Pub Type- Guides - Non-Classroom (055) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Black History, *Black Leadership, *Civil Rights, Curriculum Guides, Elementary Secondary Education, Resource Materials, United States History
Identifiers-*King (Martin Luther Jr)

This teaching resource designed for use in the Detroit, Michigan public schools provides biographical and bibliographical information on Dr. Martin Luther King, Jr. The booklet contains excerpts from Dr. King's speeches and texts of songs pertinent to Dr. King and the Civil Rights movement. Suggestions for classroom and school-wide activities to commemorate Dr. King are also included. (APM)

ED 210 380 UD 021 875

Bibliography of Human Rights: Elementary Schools.
Detroit Public Schools, Mich. Dept. of School Libraries.
Pub Date-Apr 81
Note-13p.; For related documents, see UD 021 876-877.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies, Biographies, *Civil Liberties, Elementary Education, *Elementary School Students, Ethnic Groups, *Human Relations, Social History, United States History

This annotated bibliography of books and articles targeted toward elementary school students includes both fiction and nonfiction entries representing social, historical, and political perspectives of various issues involved in the study of human rights development in the United States. The 84 entries cover books published between 1944 and 1980. (JCD)

ED 210 381 UD 021 876

Bibliography of Human Rights: Middle Schools.
Detroit Public Schools, Mich. Dept. of School Libraries.
Pub Date-Apr 81
Note-26p.; For related documents, see UD 021 875-877.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Advocacy, Annotated Bibliographies, Biographies, *Civil Liberties, Ethnic Groups, Ethnography, *Human Relations, Junior High Schools, *Junior High School Students, Middle Schools, Social History, United States History

This annotated bibliography on human rights is targeted toward middle school students and emphasizes works that document the influence of specific events on human rights development, the political, social, and cultural histories of various ethnic groups in the United States, and the biographies of eminent human rights advocates. There are 170 citations included. (JCD)

ED 210 382 UD 021 877

Bibliography of Human Rights: High Schools.
Detroit Public Schools, Mich. Dept. of School Libraries.
Pub Date-Apr 81
Note-27p.; For related documents, see UD 021 875-876.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Annotated Bibliographies, *Civil Liberties, Ethnic Groups, High Schools, *High School Students, *Human Relations, Immigrants, United States History, Womens Studies

This annotated bibliography targeted toward high school students includes entries that reflect a variety of social, political and cultural issues in the history of human rights in the United States. Among the major topics represented are the changing roles and opportunities of women, the immigration and acculturation of various ethnic groups, and energy and economic problems of the twentieth century. The 193 entries are arranged by classification number. (JCD)

ED 210 383 UD 021 878

Monk, Catherine C.

Evaluation of the Great Cities Training Programs, 1979-1980.

Detroit Public Schools, Mich. Dept. of Research and Evaluation.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Dec 80
Note-111p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Achievement Gains, Compensatory Education, Elementary Secondary Education, *Inservice Teacher Education, *Paraprofessional School Personnel, Program Effectiveness, Program Evaluation, Skill Development, *Staff Development, *Teacher Aides
Identifiers-*Detroit Public Schools MI, Elementary Secondary Education Act Title I, *Great Cities Program

The Title I Great Cities Training Programs were designed to provide school paraprofessional personnel in Detroit, Michigan, with the knowledge, skills and techniques that will lead to higher levels of achievement among the Title I target student population. This evaluation report provides a description of program structure, training curricula, and results for the 1979-80 school year. Participants' pre- and post-test scores are shown for different phases of the training schedule and in different subject areas. Scores for ninth grade students serviced by teacher aides who participated in the training program are also presented. Appended to the report are an observation report on program participants in the classroom, evaluations of the summer 1980 teacher/teacher aide training workshop, and a sample monitoring instrument and trainee questionnaire. (APM)

ED 210 384 UD 021 881

Valbuena, Felix Mario And Others

The Parent's Guide to Bilingual/Bicultural Education. Home, Child, School.

Detroit Public Schools, Mich. Dept. of Bilingual Eduction.
Pub Date-78
Note-54p.

Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Bilingual Education, *Legislation, Parent Associations, *Parent Participation, *Parent School Relationship, Parent Teacher Conferences
Identifiers-*Detroit Public Schools MI, *Parent Advisory Committees

This guide, designed for use in the Detroit, Michigan public schools, is intended to help parents become participants in bilingual/bicultural programs. Beginning with an overall perspective on bilingual education, the guide outlines the specific requirements of the State of Michigan's Bilingual Education Law. The next section provides an overview of the Detroit public school system. The last section focuses on the techniques to be used by parents in order to become effectively involved in school activities. This section reviews the role of parent-teacher conferences, parent advisory committees, and various community advisory committees. The guide concludes with a directory of Detroit public school administration staff and bilingual instruction staff. (APM)

ED 210 385 UD 021 882

Wilson, Linda

Title I: African-American Studies Program. Student Workbook.

Detroit Public Schools, Mich.
Pub Date- 79
Note-75p.; Best copy available.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-African Culture, African History, African Languages, *Black History, *Black Studies, *Cultural Awareness, Elementary Secondary Education, *Ethnic Studies, Foreign Countries, Geography, *Multicultural Education, Workbooks
Identifiers-*Africa

This is a student workbook in African American studies used in the Detroit, Michigan public schools in 1978-79. The workbook contains student exercises in African history, culture, geography, languages, architecture, folktales, food, and artifacts. The continent of Africa is covered in units on Egypt, North Africa, West Africa, Central Africa, and South Africa. In addition, the black experience of slavery in North America is covered in a section about Africans in the New World. (APM)

ED 210 386 UD 021 883

Detroit Objective Referenced Tests (DORT): Ethnic Literacy Handbook. A Guide for Teacher Planning.
Detroit Public Schools, Mich. Dept. of Social Studies.
Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 80
Note-434p.; For related documents, see ED 191 012 and UD 021 884-885.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors-American Indians, Bibliographies, Blacks, Chinese Americans, *Cultural Awareness, *Cultural Background, Curriculum Guides, Elementary Education, Ethnic Bias, *Ethnic Groups, *Ethnic Studies, Hispanic Americans, Japanese Americans, *Multicultural Education, Racial Bias, Resource Materials
Identifiers-*Detroit Public Schools MI

This teacher's guide on ethnic literacy was developed by the Ethnic Literacy Project for the Detroit, Michigan public schools. It consists of lessons, materials and activities intended to supplement reading activities under the DORT (Detroit Objective Referenced Tests) Reading System being implemented in those urban classrooms from kindergarten to eighth grade which are affected by a desegregation order. Included in the guide are instructional materials lessons and activities on ethnicity, stereotypes, prejudice, immigration, the Holocaust, family life, folk tales, nutrition, and ethnic heritage, intended for inclusion at the teacher's discretion into Social Studies, English, Music Appreciation, and Art. An annotated bibliography of children's books using ethnic characters and a list of books, records, films and other resources related to the subject matter of the guide are appended. (MJL)

DORT: Ethnic Literacy Project. ESAA Basic Project. Teacher's Manual.
Detroit Public Schools, Mich. Dept. of Social Studies.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-80
Note-73p.; For related documents, see ED 191 012 and UD 021 883-885.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Bibliographies, *Cultural Awareness, *Cultural Background, Curriculum Guides, Elementary Education, *Ethnic Groups, *Ethnic Studies, Instructional Materials, *Multicultural Education, Program Descriptions, Program Implementation, Resource Materials, Teaching Guides
Identifiers-*Detroit Public Schools MI

This is a teacher's manual describing the activities of Detroit, Michigan's Ethnic Literacy Project and providing resource materials and classroom techniques for teaching ethnic heritage. The manual states that the Ethnic Literacy Project was intended to supplement the Detroit Objective Referenced Tests (DORT) Reading System. This system, the manual continues, was designed to develop comprehensive reading skills among students in all grades. Contained in the manual is a test for students to determine their knowledge about the history and culture of Detroit's many ethnic groups. The manual also contains lists of resource materials available from both general sources and from DORT. These materials include books, recordings and films. Various resource centers' addresses and sample suggested activities for extending ethnic literacy to basal readers are also included. A bibliography of books on ethnic subjects primarily for elementary school children, and a list of DORT Comprehension Objectives for grades 3 through 8 concludes the manual. (APM)

ED 210 388 UD 021 885

Aguirre, Alicia And Others
Multicultural Awareness for the Classroom: The Mexicans. DORT Ethnic Literacy Project. ESAA Basic Project.
Detroit Public Schools, Mich. Dept. of Social Studies.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-80
Note-110p.; For related documents, see UD 021 883-884 and UD 021 891-895.
Language-English; Spanish
Pub Type- Guides - General (050)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Cultural Awareness, Cultural Background, Curriculum Guides, Elementary Secondary Education, Lesson Plans, *Mexican American History, *Mexican Americans, *Mexicans, *Multicultural Education, Resource Materials
Identifiers-*Detroit Public Schools MI, *Mexico

This guide provides the teacher of multi-ethnic students with information and teaching resources on Mexican people. The content of the instructional materials and lessons in the guide reinforce the reading skills included in the Detroit Objective Referenced Tests. Mexican history, holidays, food, culture, and immigration to the United States are reviewed. Lesson plans focusing on the Mexican flag, geography, and holidays, and food are provided. In addition, a list of prominent Mexican-Americans is included. The guide concludes with a bibliography on Mexico and Mexican-Americans. (APM)

ED 210 389 UD 021 886

Frazier, Louise And Others
Elementary School Guide for Teaching about Human Rights.
Detroit Public Schools, Mich. Dept. of Social Studies.
Pub Date-81
Note-140p.; For related documents, see UD 021 887-888.
Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Civil Liberties, *Civil Rights, Cultural Awareness, Curriculum Guides, Elementary Education, Ethnic Bias, Ethnic Stereotypes, Government Role, *Human Relations, *Human Relations Programs, Racial Bias, Resource Materials, Sex Bias, Teaching Guides

This is an elementary school guide for teaching about human rights prepared for use in the Detroit, Michigan public schools. The guide presents a number of overall goals and specific educational objectives in the area of human rights. Each of these objectives is paired with corresponding classroom activities and resource materials. Topics of study include equality of races, the interdependence of people, the need for mutual understanding, the role of the government in human rights, the impact of apathy in fostering inhumane conditions, the ways in which racism, sexism, and genocide develop, and the destructive effects of myths and stereotypes. (APM)

ED 210 390 UD 021 887

Todorov, Karen And Others
Middle School Guide for Teaching about Human Rights.
Detroit Public Schools, Mich. Dept. of Social Studies.
Pub Date-81
Note-176p.; For related documents, see UD 021 886-888.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Civil Liberties, *Civil Rights, Cultural Awareness, Curriculum Guides, Ethnic Bias, Ethnic Stereotypes, Government Role, *Human Relations, *Human Relations Programs, Intermediate Grades, Junior High Schools, Racial Bias, Resource Materials, Sex Bias, Teaching Guides

This is a middle school guide for teaching about human rights prepared for use in the Detroit, Michigan public schools. The guide presents a number of overall goals and specific objectives in the area of human rights. Each objective is paired with corresponding classroom activities and resource materials. Topics of study include equality of race, the interdependence of people, the need for mutual understanding, the role of the government in human rights, the impact of apathy in fostering inhumane conditions, the ways in which racism, sexism, and genocide develop, and the destructive effects of myths and stereotypes. (APM)

ED 210 391 UD 021 888

Nash, Evelyn And Others
High School Guide for Teaching about Human Rights.
Detroit Public Schools, Mich. Dept. of Social Studies.
Pub Date-81

Note-242p.; For related documents, see UD 021 886-887.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Civil Liberties, *Civil Rights, Cultural Awareness, Curriculum Guides, Ethnic Bias, Ethnic Stereotypes, Government Role, High Schools, *Human Relations, *Human Relations Programs, Racial Bias, Resource Materials, Sex Bias, Teaching Guides

This is a high school guide for teaching about human rights prepared for use in the Detroit, Michigan public schools. The guide presents a number of overall goals and specific educational objectives in the area of human rights. Each of these objectives is paired with corresponding classroom activities and resource materials. Topics of study include equality of race, the interdependence of people, the need for mutual understanding, the role of government in human rights, the impact of apathy in fostering inhumane conditions, the ways in which racism, sexism, and genocide develop, and the destructive effects of myths and stereotypes. (APM)

ED 210 392 UD 021 890

Valbuena, Felix M. And Others

Spanish Language Arts Enrichment Guide.

Detroit Public Schools, Mich. Dept. of Bilingual Eduction.

Pub Date-79

Note-583p.

Language-English; Spanish

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF03/PC24 Plus Postage.

Descriptors-*Biculturalism, *Bilingual Education, *Classroom Techniques, Curriculum Guides, Elementary Education, *Hispanic Americans, *Language Arts, Multicultural Education, *Spanish, Spanish Speaking, Teaching Guides

This Spanish language arts enrichment guide for grades K-5 was produced for use in Detroit, Michigan, public schools. The guide is divided into three parts: (1) language development for grades K-1; (2) reading readiness, focusing on word recognition and comprehension, for grades K-1 and 2-3; and (3) cultural activities for grades K-5. The bilingual guide presents lists of classroom activities and techniques which are correlated to the development of specific language arts skills. A section on cultural activities provides various games, songs, poems, dances, and stories for use in the enhancement of students' Spanish language ability. (APM)

ED 210 393 UD 021 891

Valbuena, Felix Mario And Others

Multicultural Awareness for the Classroom: The Armenians.
Detroit Public Schools, Mich. Dept. of Bilingual Eduction.
Pub Date-78
Note-84p.; For related documents, see UD 021 885 and UD 021 892-895. Some parts may not reproduce clearly.
Language-English; Armenian
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Armenian, Bilingual Education, Curriculum Guides, Elementary Secondary Education, *Immigrants, Lesson Plans, *Middle Eastern History, *Multicultural Education
Identifiers-*Armenians

This guide provides the teacher of multiethnic students with information and teaching resources on the Armenian people. The guide (printed in both English and Armenian) outlines Armenian ethnology, history, language, and religion and then discusses the history of their immigration to the United States. In addition, Armenian life in America is considered from social and cultural perspectives. Several lesson plans and classroom activities address Armenian language, folklore, culture, customs, geography, and legends. (APM)

ED 210 394 UD 021 892

Valbuena, Felix Mario And Others

Multicultural Awareness for the Classroom: The Black Americans.

Detroit Public Schools, Mich. Dept. of Bilingual Eduction.
Pub Date-78
Note-56p.; For related documents, see UD 021 885 and UD 021 891-895.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-African Culture, *African History, *Black Culture, Black Dialects, *Black History, Blacks, Curriculum Guides, Elementary Secondary Education, Lesson Plans, *Multicultural Education
Identifiers-*Africa

This guide provides the teacher of multiethnic students with information and lesson plans for teaching about black Americans. The guide contains seven sections, the first of which outlines African history and the history of blacks in the United States, specifically Michigan. Section two examines the African oral tradition and discusses African grammar and black American pronunciation. Sections three through seven cover African and black American art, music, dance, religion, holidays, food, and games. A bibliography on Africa and black Americans concludes the guide. (APM)

ED 210 395 UD 021 893

Valbuena, Felix Mario And Others
Multicultural Awareness for the Classroom: The Chaldeans.
Detroit Public Schools, Mich. Dept. of Bilingual Eduction.
Pub Date-78
Note-113p.; For related documents, see UD 021 885 and UD 021 892-895.
Language-English; Chaldean
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Arabs, Curriculum Guides, Elementary Secondary Education, Islamic Culture, Lesson Plans, *Middle Eastern Studies, *Multicultural Education, North Americans, Social Studies
Identifiers-*Chaldeans, *Iraq, Iraqis

This guide provides the teacher of multiethnic students with information and teaching resources on the Chaldeans. The guide provides background on the history and development of the Chaldean language, the history and geography of Chaldea (Iraq), and Chaldeans in the United States. Also covered are Chaldean social customs, religion, food, games and folk beliefs. Several lesson plans and classroom activities focusing on Chaldean legends, history, and language are presented. A bibliography of materials on Iraq concludes the guide. (APM)

ED 210 396 UD 021 894

Valbuena, Felix Mario And Others

Multicultural Awareness for the Classroom: The Chinese.

Detroit Public Schools, Mich. Dept. of Bilingual Eduction.

Pub Date-78

Note-83p.; For related documents, see UD 021 885 and UD 021 891-895.

Language-English; Chinese

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Chinese, *Chinese Americans, *Chinese Culture, Curriculum Guides, Elementary Secondary Education, Lesson Plans, *Multicultural Education

Identifiers-*China

This guide provides the teacher of multiethnic students with information and teaching resources on Chinese. An historical overview of China and the Chinese experience in America is presented in English and Chinese. Several lesson plans and classroom activities reviewing Chinese geography, holidays, legends, and stories are presented. (APM)

ED 210 397 UD 021 895

Valbuena, Felix Mario And Others

Multicultural Awareness for the Classroom: The Cubans.

Detroit Public Schools, Mich. Dept. of Bilingual Eduction.

Pub Date-78

Note-118p.; For related documents, see UD 021 885 and UD 021 891-894.

Pub Type- Guides - General (050) - Guides - Classroom - Learner (051) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Black History, Classroom Techniques, *Cubans, Elementary Secondary Education, *Hispanic Americans, *Latin American Culture, *Latin American History, Lesson Plans, *Multicultural Education, Spanish Culture, *Teaching Guides

Identifiers-*Cuba, Detroit Public Schools MI

This guide provides the teacher of multi-ethnic students with information and teaching resources on Cubans in order to enhance the multicultural awareness of the total school population. The guide was designed for use in the Detroit, Michigan public schools. An historical overview of Cuba from pre-Columbian times to the present outlines Cuba's Indian heritage, the Spanish influence, the era of discovery and conquest, Cuba's black culture, and the movement of Cubans to the United States. The guide also focuses on Cuba's contributions to the arts and sciences. Lesson plans and classroom activities that review the Cuban holidays, geography, food, flag, and national anthem are included. A bibliography of materials on Cuba conclude the guide. (APM)

ED 210 398 UD 021 896

Valbuena, Felix Mario And Others
Guide to the Administration of Bilingual/Bicultural Education Programs in the Detroit Public Schools.
Detroit Public Schools, Mich. Dept. of Bilingual Eduction
Pub Date-78
Note-127p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Administrative Policy, Administrator Guides, Administrator Role, *Admission Criteria, *Bilingual Education, Bilingual Teachers, Community Involvement, *Educational Legislation, Multicultural Education, Parent Participation, Resource Materials, *Teaching Models
Identifiers-*Detroit Public Schools MI, *Limited English Speaking

This is an administrative guide for bilingual/bicultural education programs in the Detroit, Michigan, public schools. The first section of the guide provides background on the legal mandate for bilingual education. Section two discusses the identification and selection of limited English-speaking ability pupils for bilingual services. The third section reviews issues pertinent to the selection and maintenance of qualified bilingual education personnel. In section four, the selection of an appropriate educational design is considered through the analysis of six potential bilingual classroom models. Section five covers parent and community participation, and section six offers lists

of resource materials, and consultant personnel. Extensive appendices include: (1) a discussion on the historical development of bilingual/bicultural education; (2) the text of Michigan Public Act 294 (1974); (3) a pupil profile form; (4) sample letters to parents in several languages; (5) job descriptions for central and regional program personnel; and (6) a glossary of terminology. (APM)

ED 210 399 UD 021 897

Valbuena, Felix Mario And Others

Guide to the Teaching of English as a Second Language in the Bilingual/Bicultural Education Programs of the Detroit Public Schools. Revised.

Detroit Public Schools, Mich. Dept. of Bilingual Eduction.

Pub Date-78

Note-113p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Bilingual Education, *Classroom Techniques, Curriculum Guides, Elementary Secondary Education, *English (Second Language), Lesson Plans, Multicultural Education, *Second Language Instruction, Teaching Guides, Units of Study

Identifiers-*Limited English Speaking

This is a curriculum guide to the teaching of English as a Second Language (ESL) in the Detroit, Michigan public schools. Contained in the guide are sections on pronunciation, grammar, handwriting, and the special learning problems of specific language groups. Twelve teaching units that stress skill development in listening, speaking, reading, and writing English are provided. In addition, sample lesson plans and some suggestions for teaching reading are included. (APh)

ED 210 400 UD 021 898

Metz, Mary Haywood

Magnet Schools in Their Organizational and Political Context.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

[illegible]te-Apr 81

G[illegible]IE-G-79-0017

Note-[illegible]p.; Paper presented at the Annual Meeting of the American Sociological Association (Toronto, Ontario, Canada, April 23-28, 1981).

Pub Type- Speeches/Meeting Papers (150) [illegible]eports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administra[illegible]ive Orga[illegible]on, Black Students, Busing, *Desegregation Methods, El[illegible] Secondary Education, Institutional Autonomy, *Magnet Sch[illegible]nizational Change, Organizational Climate, *Parent Sch[illegible]nship, Political Influences, Racial Composition, *School [illegible]y Relationship, White Students

A case study of the [illegible] school program in an anonymous midwestern United States city prov[illegible] insights on the types of organizational and political changes that result from this form of school desegregation. Organizationally, the normal life of school systems depends upon a delicate balance of two sets of contradictory elements: individual school and teacher autonomy, on the one hand, and the larger administrative structure of the entire system, on the other. The use of magnet schools to achieve desegregation changes the balance of authority by: (1) formalizing the existence of variation in school practice; (2) tightening the linkage between the school system and individual schools; and (3) giving increased power in the organization to parents as clients. In addition to these organizational changes, by contradicting the principle of equivalent education and facilities among different schools, the magnet system exacerbates political conflict, particularly with regard to competition for resources between minority and privileged goups. Elitism becomes a significant problem when white or wealthier students are disproportionately drawn to magnet schools. Given the changes described above, it is understandable that the magnet system has provoked resistance from teacher unions, office and instructional staff, parents and, at different times, the black and white communities. (Author/GC)

ED 210 401 UD 021 899

Hearing on the Consolidated Refugee Education Assistance Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, 1st Session, on H.R. 3076, to Consolidate Educational Assistance Programs for Refugees.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-30 Apr 81

Note-39p.; Not available in paper copy due to reproduction quality of original document.

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cubans, *Educational Finance, *Educational Legislation, Elementary Secondary Education, *Federal Legislation, Haitians, Hearings, Indochinese, *Policy Formation, *Refugees

This is a transcript of the congressional hearing held on April, 30, 1981, on the Consolidated Refugee Education Assistance Act. The text of the bill, H.R. 3076, is contained in the transcript along with various statements, letters, and supplemental materials. Statements by the following education professionals are included: (1) Paul Bell, deputy superintendent, Dade County Public Schools, Florida; (2) Steve Sauls, Washington representative, Florida State Department of Education; (3) JoAnne Weinberger, commissioner of policy management, Pennsylvania Department of Education; (4) Don White, deputy superintendent for congressional relations, California State Department of Education; and (5) Roberta Wojton, Washington assistant, Illinois State Board of Education. In addition, reports on the number of recent refugees arriving in the United States, the excess costs of the Cuban Haitian Program in the Dade County Public Schools, and the number of refugee children eligible for government aid in Pennsylvania are included. (APM)

ED 210 402 UD 021 901

Longshore, Douglas

The Control Threat in Desegregated Schools: Exploring the Relationship Between School Racial Composition and Intergroup Hostility.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-Aug 81

Grant-NIE-G-80-0183

Note-31p.; Paper presented at the Annual Meeting of the American Sociological Association (Toronto, Ontario, Canada, August, 1981).

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Black Population Trends, *Black Students, Conflict, *Desegregation Effects, Elementary Education, Elementary School Students, Group Dynamics, *Hostility, Intergroup Relations, Racial Attitudes, *Racial Composition, *Racial Relations, *White Students

In a study of the relationships between school racial composition and intergroup hostility in 123 desegregated elementary schools, four measures of racial hostility were considered: (1) white attitudes toward desegregation; (2) whites' friendliness toward blacks as perceived by blacks; (3) white attitudes toward voluntary social interaction with blacks; and (4) teacher estimates of the level of intergroup conflict in the school. The results indicated significant nonlinear relationships between the black percentage of white hostility, but did not show black percentage as significant predictor of white attitudes toward contact with blacks. It was found also that maximum hostility occurs in schools between 40 percent to 60 percent black. In conclusion, it was suggested that the hostility of white students toward blacks might best be minimized by placing white students in predominantly white schools or in predominantly black schools. (JCD)

ED 220 403 UD 021 902

ERIC References on Urban and Minority Education. Equal Opportunity Review.

ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency-National Inst. of Education (ED), Washington, D.C.
Pub Date-Aug 81
Contract-400-77-0071
Note-29p.
Available from-ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (no charge).
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Annotated Bibliographies, *Bilingual Education, Educational Opportunities, Elementary Secondary Education, *Equal Education, Ethnic Groups, Higher Education, *Minority Groups, *Multicultural Education, *School Desegregation, *Urban Education
Identifiers-*ERIC

This annotated bibliography is a guide to the literature on urban and minority education cited in the January through December issues of Resources in Education.'' It includes references on such topics as school desegregation and urban life, bilingual and multicultural education, ethnic and racial groups, higher education, and sex equity. The bibliography is arranged by ED (Eric Document) number. An index to the subject(s) of each document appears at the end of the bibliography, and is followed by information about where to read or obtain the cited documents. (Author/JCD)

ED 210 404 UD 021 903

Martinez, Herminio, Ed.

Special Education and the Hispanic Child. Proceedings from the Annual Colloquium on Hispanic Issues (2nd, New York, New York, February 5-6, 1981). ERIC/CUE Urban Diversity Series Number 74, August 1981.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-Aug 81

Contract-400-77-0071

Note-69p.

Available from-ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).

Pub Type- Collected Works - Proceedings (021) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Bilingual Education, Children, *Court Litigation, Cultural Influences, Culture Fair Tests, Educational Diagnosis, Elementary Secondary Education, *Handicap Identification, *Hispanic Americans, Learning Disabilities, Mental Health, Mental Retardation, Needs Assessment, Non English Speaking, Program Development, *Spanish Speaking, *Special Education, Teacher Education

Identifiers-Bilingual Special Education, Dyrcia S v Board of Educ, *Jose P v Ambach, Limited English Speaking, United Cerebral Palsy New York v Board of Educ

This collection of papers examines contemporary issues and problems in bilingual special education. The first paper, by Lizette A. Cantres, discusses Federal and State laws and regulations related to bilingual special education, with respect to litigation in the case of Jose P.'' The problems of assessment of bilingual children under a monolinguistic testing system are examined in the second paper, by Rafaela E. Weffer; the author presents a study of twenty Hispanic children and explores issues raised by a review of the literature. A third paper, by Eva M. Gavillan-Torres, examines the processes for diagnosing and serving Hispanic children who are believed to be mentally retarded or to have learning disorders or speech and hearing impairments. In the fourth paper, author Rosa Maria Gil examines the relationship between cultural attitudes toward mental illness and the use of mental health services among groups of Puerto Rican mothers and their elementary school children. The final paper in the collection is by Carmen D. Ortiz and discusses the masters degree program in special education at Bank Street College of Education as a model for standards in teacher training; this paper identifies a variety of special education professionals and defines their functions and required competencies. (Author/JCD)

ED 210 405 UD 021 904

Morgan, P. R. McPartland, James M.

The Extent of Classroom Segregation within Desegregated Schools.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (ED), Washington, D.C.
Report No.-CSOS-R-314
Pub Date-Aug 81
Grant-NIE-G-80-0113
Note-31p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Black Students, *Classroom Desegregation, Comparative Analysis, Elementary Secondary Education, Ethnic Groups, *Extracurricular Activities, Hispanic Americans, Interaction, *Intergroup Relations, Racially Balanced Schools, Racial Relations, Racial Segregation, *School Desegregation, Student Participation, *White Students

This report describes the extent of black-white classroom segregation in desegregated elementary, middle, and high schools; compares the degree of segregation for blacks, whites, and Hispanics; compares the degree of resegregation in major regions of the nation, and investigates the relationship between the degree of school desegregation and patterns of classroom resegregation. Using National Longitudinal Survey data, the survey examines academic course areas and extracurricular memberships to determine the degree of white-minority interaction. Findings show that black and white students are almost equally likely to be enrolled in most courses in desegregated schools, but resegregation occurs through tracking or ability grouping procedures which significantly reduce the opportunities for cross-racial contact. For extracurricular activities in desegregated schools, it was determined that blacks participate more in athletics, music, and drama, but whites participate more in academic honorary clubs. Fairly equal participation was found in student government and academic subject clubs. (Author/JCD)

ED 210 406 UD 021 905

Trent, William T. McPartland, James M.

Race Comparisons of Student Course Enrollments and Extracurricular Memberships in Segregated and Desegregated High Schools.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Report No.-CSOS-R-314

Pub Date-Aug 81

Grant-NIE-G-80-0113

Note-34p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Black Students, Classroom Desegregation, Comparative Analysis, *Desegregation Effects, Enrollment, *Extracurricular Activities, High Schools, Longitudinal Studies, Racial Composition, *Racial Differences, Racial Relations, School Desegregation, *School Resegregation, Secondary School Curriculum, *Student Participation, White Students

Identifiers-*National Longitudinal Study High School Class 1972

This report examines the resegregation of black and white students which may occur in desegregated schools due to differential enrollment and participation in academic programs and extracurricular activities. The report analyzes data collected by the National Longitudinal Survey (NLS) of 1318 high school graduating classes of 1972 throughout the United States. The data include regional and educational level comparisons of classroom segregation; average participation rates in extracurricular activities by race, sex, and region in segregated and desegregated schools; participation in activities by students in the same desegregated high schools by race, sex, and region; percent participation in academic programs and courses by students in the same desegregated high schools by race, sex and region; and a comparison of estimated probabilities of cross-race student contact in desegregated high schools under different course assignment practices by sex and region. The results of the survey showed greater participation in extracurricular activities among black male students in desegregated schools, but found less participation among whites in the same setting. The results also showed that black students are less likely than whites to be enrolled in academic programs in segregated and desegregated schools; however, blacks and whites are equally likely to be enrolled in most courses in desegregated schools. (JCD)

ED 210 407 UD 021 906

Upton, James N. Fonow, Mary Margaret

Project Networking: Citizen Participation in School Desegregation Decisionmaking.

Spons Agency-Department of Education, Washington, D.C. Equal Educational Opportunity Program.
Pub Date-Aug 81
Grant-G008006961
Note-17p.; Paper presented at the Annual Meeting of the American Sociological Association (Toronto, Ontario, Canada, August 24-28, 1981). For a related document, see ED 163 112.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Case Studies, *Community Involvement, *Community Organizations, *Desegregation Methods, Elementary Secondary Education, *Networks, *Organizational Communication, Policy Formation, School Community Relationship, School Desegregation, School Policy
Identifiers-*Columbus Public Schools OH

This report is based on a case study which examined the efforts of community organizations in Columbus, Ohio to strengthen citizen participation (through the use of networking strategies) in the implementation phase of school desegregation. The report describes interorganizational networks as a function of exchange relations. Specialization, scarcity of resources and the limits of power in individual organizations are cited as the major reasons for the development of exchange relations. The data from the study are reported in terms of the relationships between the mean number of network links established among various organizations, and the funding status, type of activity, target group, scope of issue and age of the organizations involved in the network. The following results are cited: (1) privately funded community organizations have more network ties than public funded organizations; (2) advocacy group organizations have the most network ties, followed by service and public information organizations; (3) single issue and older organizations have more network ties than multi-issue or younger organizations; and (4) community organizations which identify the school as its target have more network ties than groups which target either the black community or the public at large. (JCD)

ED 210 408 UD 021 907

Henry, Philip N.

Affirmative Action: A Concern in Higher Education Administration. The Organization and Administration of Higher Education.

Pub Date- 80

Note-29p.; Some sections may not reproduce clearly because of light print.

Pub Type- Historical Materials (060) - Reports - General (140) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrative Policy, *Affirmative Action, *Court Litigation, Equal Opportunities (Jobs), *Faculty Integration, Females, *Higher Education, Minority Groups, *Promotion (Occupational), Quotas

This paper reviews the effects of affirmative action on administrative policy in higher education. The history of the Federal mandate against ethnic and sex discrimination is traced, and several court cases are reviewed. Examples of discriminatory admission and employment practices in higher education as reflected in pattern, class and individual complaints are presented, and the limits of affirmative action are discussed. Data are cited to demonstrate that although affirmative action has been emphasized in recruitment and hiring, promotion, and salary scales, the actual proportion of minorities and women faculty members is still low. The paper maintains that women and minorities who have assumed academic positions as a result of affirmative action feel compelled to defend their qualifications. In conclusion, it is suggested that affirmative action be viewed as a short term remedy and that equal education and affirmative action be used to build up a future supply of qualified minority and women academics. (Author/JCD)

ED 210 409 UD 021 908

Steady, Filomina Chioma, Ed.

The Black Woman Cross-Culturally.

Report No.-ISBN-0-87073-345-1; ISBN-0-87073-345-X(pbk.)
Pub Date-81
Note-645p.
Available from-Schenkman Publishing Company, Inc., 3 Mount Auburn Place, Cambridge, MA 02138.
Pub Type- Collected Works - General (020) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Anthropology, *Black Culture, *Blacks, Cross Cultural Studies, Developing Nations, Economic Status, Family Structure, *Females, Foreign Countries, *Social Status, Sociology
Identifiers-Africa, Caribbean, South America, United States

This is a collection of anthropological and sociological articles on the black woman. Essays cover the experiences of black women in Africa, the Caribbean, South America, and the United States in politics, business, the community, the arts, the family, and social change. Several themes are present throughout this anthology, including black women's common African heritage, economic exploitation and marginalization of black women, their negative images in literature, and the development of an ideology of self-reliance by these women in order to survive. Issues of race, sex and class are explored in relation to both Western and African'' conceptions of feminism. An extensive cross-cultural bibliography on black women is also provided. (APM)

ED 210 410 UD 021 909

Asian Pacific American Organizations Resource Directory.
Washington State Commission on Asian-American Affairs, Olympia.
Spons Agency-Washington Office of the State Superintendent of Public Instruction, Olympia.
Pub Date-Oct 81
Note-16p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Asian Americans, *Community Organizations, Information Sources, *National Organizations, *Social Services, *State Agencies
Identifiers-*Pacific Americans, *Washington

This resource directory lists the names, addresses and telephone numbers of the most commonly sought-out Asian Pacific American organizations and agencies. The directory is divided into community organizations, consulates and social service organizations in the State of Washington, and media, State agencies, national and out-of-State organizations. The resources list represent Chinese, Filipino, Cambodian, Japanese, Laotian, Vietnamese, Korean, and Pacific Island Americans. (JCD)

ED 210 411 UD 021 910

Asian/Pacific American Men and Women Administrators Co-Existing in Educational Leadership. A Report. Office for Equity Education's Multicultural Education Resource Series.

Washington Association for Asian and Pacific American Education, Seattle.

Spons Agency-Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date-Jun 80

Note-15p.

Pub Type- Collected Works - Proceedings (021) - Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Acculturation, *Administrators, *Asian Americans, Attitude Change, Behavior Change, *Culture Conflict, *Ethnicity, Family Life, Females, Interpersonal Relationship, Males, Promotion (Occupational), Sex Role, Workshops

Identifiers-*Pacific Americans, Washington

This paper reports on two workshops held in 1980 and 1981, for the purpose of exploring the perceptions, feelings, and opinions of Asian and Pacific American (APA) educational administrators from the State of Washington. In the first workshop, which brought together 19 APA administrators, discussion focused on changes in roles, family life, interpersonal relations, and educational environment that have occurred for these individuals. At the second workshop, a smaller group of APA administrators reviewed some of the more pressing problems identified in the first meeting, including sex role stereotypes and the pressures that such stereotypes place on APA women administrators, and pressures to compromise one's ethnic identity. A number of alternatives were suggested to mitigate these problems and their consequences. Appended to this report are lists of the workshop participants and a summary of issues discussed. (GC)

ED 210 412   UD 021 915

Balch, Philip Paulsen, Karen
Methodology for the Study of the Duvelopment of Racism.
Pub Date-81
Note-13p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Denver, CO, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attitude Measures, *Measurement Techniques, *Preschool Children, Preschool Education, *Racial Attitudes, Research Methodology, Test Reliability, Test Validity
Identifiers-Doll Choice Task, Preschool Racial Attitude Measure, Projective Prejudice Test (Katz), Sticker Family Game

The dearth and inadequacy of measurement instruments to assess racial attitudes in children of preschool age provided the impetus for an empirical study that examined four types of commonly used racial attitude measurement instruments and, at the same time, provided information on racial attitudes among preschoolers. Subjects of the study were 36 boys and girls aged 31 to 72 months from four preschools. Over a two week period, the Preschool Racial Attitude Measure II (PRAM II), the Doll Test, the Projective Prejudice Test, and the Sticker Test were administered to the subjects. A subsample of 10 children was retested after a month. Results indicated that each test had adequate reliability. The PRAM II and the Doll Test were found to be significantly correlated, but the correlations between the other measures were insignificant, indicating the multidimensionality of ethnic attitudes. Correlations between age of children and the PRAM II and the Doll Test were also significant. The findings further show that stereotypic ethnic attitudes are measurable at young ages and that there is increasing awareness of racial attitudes as children get older. In addition to reporting on the author's research, this report includes a review of currently available racial attitude measurement instruments for school age and preschool age children. (Author/MJL)

ED 210 413 UD 021 918

Pennsylvania Guidelines, Instructions and Procedures for Elementary and Secondary Education Act Title I Programs. Part A: Local Educational Agencies. Public Laws 89-10 (1965), 92-318 (1972), 93-380 (1974), 95-561 (1978).

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.
Pub Date-1 Jul 81
Note-60p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Compensatory Education, *Educational Legislation, Elementary Secondary Education, Federal Programs, *Federal Regulation, Federal State Relationship, *Financial Policy, *Program Administration, *School Districts, *State Departments of Education
Identifiers-*Elementary Secondary Education Act Title I, Pennsylvania

This report of the guidelines, instructions, and procedures for Title I programs in Pennsylvania is divided into three major sections: Section one describes the organization, administration and procedures of the Pennsylvania State Educational Agency (SEA). Section two presents SEA guidelines for local school districts, dealing with (1) attendance area selection; (2) needs assessment; (3) planning, design, implementation and evaluation of Title I programs; and (4) Title I as a supplementary program. In section three information is provided on fiscal management, Title I application procedures, program numbers, the approval letter, application corrections and revisions, reallocated funds, annual performance report, carryover funds, comparability of schools, and concentration grants. Appendices include: a directory of Compensatory Education Division staff members; methods used in the selection of attendance areas; guidelines for explaining data sources used to determine low-income children; instructional activities and supportive services; maintenance and retention of records; Federal and State Title I policies and administration procedures in desegregated school districts; regulations concerning equipment, materials and supplies; and Title I forms for the 1981-82 school year. (Author/JCD)

ED 210 414 UD 021 920

Ziegler, Suzanne

Diagnosis and Treatment of a Community Illness: Primary Prevention of Racism in Ethnically Heterogenous Communities.

Pub Date-26 Aug 81
Note-17p.; Paper prepared for the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 26, 1981).
Pub Type- Reports - General (140) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cultural Interrelationships, *Educational Strategies, Ethnic Bias, Ethnic Groups, *Friendship, Group Activities, *Intervention, Junior High Schools, *Racial Attitudes, Small Group Instruction, *Social Integration, Sociometric Techniques, *Teamwork
Identifiers-*Ontario (Toronto)

This paper summarizes research in which the public health models of epidemiological assessment and primary prevention were used to (1) determine the prevalence of ethnic social segregation among school children in Toronto, Canada; and (2) alter ethnically segregated friendship patterns in Toronto schools. A preliminary study of children aged 12 to 14 years and belonging to Anglo majority or to Chinese or Italian minority groups, documented ethnic segregation as a fact of life for many Toronto school children. In a second study, an experimental group of sixth graders was divided into heterogeneous learning teams which worked cooperatively to complete assignments. Pre- and post-experiment measures were taken from a sociometric self report and an attitude to different others scale for the experimental group and a control group. Results indicated the positive effects of using small cooperative learning teams to increase cross ethnic friendship and to prevent racist behavior. (Author/MJL)

ED 210 415 UD 021 921

Harris, William G. And Others

Black Family Planning: Attitudes of Leaders and a General Sample.

Pub Date-26 Aug 81

Note-10p.; Paper presented at the Annual Meeting of the American Psychological Association (39th, Los Angeles, CA, August 26, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Alienation, *Black Attitudes, *Black Leadership, *Contraception, *Family Planning, Multivariate Analysis

Attitudes of black leaders and a general black population sample toward birth control and family planning issues were Pro Birth Control'' and Genocide Fears.'' The leaders questioned held positions in twenty national black organizations, while the general population samples were taken from Philadelphia, Pennsylvania, and Charlotte, North Carolina. A significant difference was found on the Pro Birth Control'' scale, indicating that black leaders were more favorable toward birth control, a conventional vehicle for black improvement. Lack of difference on the Genocide Fears'' scale may indicate the pervasiveness of black alienation from the larger society. (Author/APM)

ED 210 416 UD 021 924

Indochinese Bibliography. Revised.
Department of Education, Kansas City, Mo. Regional Office 7.
Pub Date-1 Jun 81
Note-183p.
Available from-United States Department of Education, Region VII, Office of Educational Programs, Indochinese Materials Center, 324 East 11 Street, 9th Floor, Eleven Oak Building, Kansas City, MO 64106 (write for price).
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Adult Education, *Asian Americans, Cambodians, *Educational Resources, Elementary Secondary Education, *Indochinese, *Instructional Materials, Laotians, Refugees, *Second Language Instruction, *Supplementary Reading Materials, Vietnamese People

This is a bibliography of the collection held at the Indochinese Materials Center in Kansas City, Missouri. Various types of materials are cited, including: (1) textbooks and workbooks for teaching English; (2) curricular and supplementary materials for teaching Vietnamese, Cambodians, and Laotians; (3) curricular and supplementary materials for teaching Chinese speaking Indochinese; (4) resettlement information; and (5) general information concerning Asians. Individual items are listed with their cost, source, and target audience. Some of the materials listed may be acquired free of charge from the Indochinese Materials Center. For each item, its cost, source and target audience are indicated. (APM)

Abortions

'Pro-Family vs. Pro-Woman': Elite-Mass Linkages on Family Issues. ED 210 219

Abstract Reasoning

Black Proficiency in Abstract Reasoning Ability. ED 210 284

Early Uses of Big'' and Little'' by Mothers and Children. ED 209 936

Reasoning in Science and Social Science. A Service for Vermont Schools and Teachers. ED 210 221

Taking Away the Supportive Context: How Preschoolers Talk about the Then-and-There.'' ED 209 920

Abstracts

Investigations in Mathematics Education, Volume 14, Number 4. ED 210 174

Knowledge and Use of Agricultural Indexes and Abstracts by a University Agriculture Faculty. ED 210 017

Resources in Education (RIE). Volume 17, Number 4. ED 209 423

A Synthesis of Selected Research at NIE in Mathematics Education Related to Minorities. ED 210 154

Academic Ability

The Relationship of Student Ability and Small-Group Interaction to Student Achievement. ED 210 319

Academic Achievement

A Bayesian Method for Assigning Course Grades. ED 210 309

Community Influence on Schools and Student Learning. ED 209 776

Cross-Cultural Study of Adaptive Behavior in the Classroom. ED 209 570

Influence of Background Experience and Interest on Instructional Level of Adult Beginning Readers. ED 209 649

Measuring Pupil Engagement. ED 210 274

Parent Participation-Student Achievement: The Evidence Grows. NCCE Occasional Papers. ED 209 754

Predicting the Long-Term Performance in College of Minority and Nonminority Students: A Comparative Analysis in Two Collegiate Settings. College Entrance Examination Board Research and Development

Reports.
ED 210 325

The Relationship of Student Ability and Small-Group Interaction to Student Achievement.
ED 210 319

Self-concept: The Construct Validity of the Self Description Questionnaire.
ED 210 306

Student Concerns: Discipline, Academic Achievement and Community Involvement in a Desegregated Setting. Proceedings (December 13-14, 1979).
ED 210 362

A Study of Reverse Transfers Who Entered Northern Illinois University during 1975-76: An Analysis of Their Academic Progress.
ED 210 084

Swedish Science Subjects in an International Perspective: Curriculum, Teachers and Pupils (SNILLE).
ED 210 181

Teacher Locus of Control and Students' Perceptions and Performance.
ED 209 591

Testing: A Key to High Student Achievement but Low Student Ratings?
ED 210 275

The 1979-80 Evaluation of the Title VII Bilingual Program, Project Cumbre, at the Ann Street Bilingual School of Hartford, Connecticut.
ED 210 277

Academic Advising

Internship Problems and the Academic Advisor's Role.
ED 209 695

Personal Development and Comprehensive Support Services.
ED 209 987

The Use of Peers as College Academic Advisors: Reasons and Evidence.
ED 209 599

Academic Aptitude

First Semester Retention of University of Iowa Students.
ED 209 995

Academic Aspiration

Sex Equity in Secondary Schools: Implications for Vocational Education. Summary of Student Survey.
ED 209 494

Academic Libraries

Library Faculty Development: Needed Now More Than Ever.
ED 210 021

Status of Librarians in Universities with Especial Reference to Developing Countries.
ED 210 004

Academic Persistence

First Semester Retention of University of Iowa Students.
ED 209 995

Student Retention and Attrition in the Community College: A Review and Research Design.
ED 210 064

Academic Rank (Professional)
Academic Women in the 1970's, with Implications for the 1980's.
ED 209 996

Academic Standards
Accreditation and Quality: Minimal Requirements versus Distinguishing Characteristics.
ED 209 997

Remedial Services for Students Who Fail Minimum Competency Tests. Final Report.
ED 210 303

Academically Gifted
Use of Discriminant Analysis in the Identification of Gifted Students.
ED 209 823

Access to Education
Comparative Patterns in Rural and Urban Adult Education Programs: Participation, Focus, and Barriers.
ED 209 472

Access to Information
Public Access to Library Automation. Clinic on Library Applications of Data Processing (17th, University of Illinois at Urbana-Champaign, 1980).
ED 210 018

Accessibility (for Disabled)
Accessibility to Laboratories and Equipment for the Physically Handicapped: A Handbook for Vocational Education Personnel.
ED 209 869

1981 Idea Handbook for Colleges and Universities: Educational Opportunities for Handicapped Students.
ED 209 984

Accountability
Cost Accounting and Accountability for Early Education Programs for Handicapped Children.
ED 209 798

The Search for Quality Control in Dissemination of Educational Products and Practices: A Look at the Literature and Major Issues. Revised.
ED 209 777

Accreditation (Institutions)
Accreditation and Quality: Minimal Requirements versus Distinguishing Characteristics.
ED 209 997

Acculturation
Asian-Pacific Education after Brown and Lau.
ED 210 359

Achievement

Group Process as the Mediator between Aptitudes and Achievement: Stability over Time.
ED 209 601

Achievement Gains

Atlanta Follow Through Program. Final Report 1977-78, 1978-79, 1979-80. Report No. 14-6.
ED 210 357

Bilingual Reinforcement and Enrichment Learning Program. Title VII Bilingual Evaluation Report, Fiscal 1979.
ED 210 334

Chicago's Bilingual Education Program. Evaluation Report, Fiscal 1979.
ED 210 333

Evaluation of the Great Cities Training Programs, 1979-1980.
ED 210 383

An Interdisciplinary Mastery Learning Program for High-Risk'' Students.
ED 209 966

Testing Results for Minority Isolated Schools. San Diego City Schools. Spring 1981. Report No. 295.
ED 210 335

Achievement Rating

Speaking Assessment, 1981. Final Report.
ED 210 283

Achievement Tests

Judged Similarity of Aptitude and Achievement Tests in Mathematics.
ED 210 273

Those Achievement Tests How Useful?
ED 209 762

A Validity Comparison of Adaptive and Conventional Strategies for Mastery Testing.
ED 210 305

ACTION (Agency)

ACTION. Annual Report 1972.
ED 209 552

ACTION. Annual Report 1974.
ED 209 554

ACTION. Annual Report 1978.
ED 209 556

ACTION. Annual Report 1979.
ED 209 557

ACTION. Annual Report 1980.
ED 209 558

ACTION. 1977 Annual Report.
ED 209 555

Adapted Physical Education

Adapting Physical Education: A Guide for Individualizing Physical Education Programs.
ED 210 256

Teacher-Made Adapted Devices for Archery, Badminton, and Table Tennis.
ED 209 886

Adaptive Testing

A Validity Comparison of Adaptive and Conventional Strategies for Mastery Testing.
ED 210 305

Adjectives

Early Uses of Big'' and Little'' by Mothers and Children.
ED 209 936

Adjustment (to Environment)

A Family Career and Individual Life Cycle Perspective on Planning Residential and Vocational Options for Mentally Retarded Children.
ED 209 852

The Indochinese Mutual Assistance Associations: Characteristics, Composition, Capacity Building Needs and Future Directions.
ED 210 331

Indochinese Mutual Assistance Association: Time for a New Role.
ED 210 332

Risk Factors, Superior Adaptive Capacity, and Characteristics of the Foster Home as Predictors of Maintenance of Foster Placement.
ED 210 093

State Norms for IQ, Adaptive Behavior, and Sociocultural Status: Implications for Nonbiased Assessment.
ED 209 811

Uses of the Past: An Adult-Centric Model of Personality Development.
ED 209 602

Administration

Health Care Administrators. Project TEAMS. (Techniques and Education for Achieving Management Skills).
ED 210 049

Administrative Change

What To Do When the Pyramid Crumbles: The Path from XA to YB Leadership.
ED 209 434

Administrative Organization

Community College Administrator Involvement with Forensics Programs.
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Magnet Schools in Their Organizational and Political Context.
ED 210 400

The Organization and Administration of Graduate Schools in the U.S.
ED 209 978

Progress of Education in the United States of America, 1978-79 and 1979-80. Report for the Thirty-Eighth International Conference of Education.
ED 209 775

Strategies for the Internal Development of Summer Sessions.
ED 209 969

Administrative Policy

Affirmative Action: A Concern in Higher Education Administration. The Organization and Administration of Higher Education.
ED 210 408

Desegregation Monitoring and Advisory Committee. Report No. 5.
ED 210 347

Guide to the Administration of Bilingual/Bicultural Education Programs in the Detroit Public Schools.
ED 210 398

Administrative Principles

What To Do When the Pyramid Crumbles: The Path from XA to YB Leadership.
ED 209 434

Administrative Problems

Community College Administrator Involvement with Forensics Programs.
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Decision Making in Times of Scarce Human & Financial Resources.
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Striking a Balance in Educational Aid to the Handicapped: Some Thoughts on General Education and PL 94-142.
ED 209 804

Administrative Routine

Drama and Routine in the Public Schools.
ED 209 749

Administrator Attitudes

Attitudes of County Commissioners in Twenty Counties in Middle Tennessee Concerning Public School Financial Issues.
ED 209 756

Attitudes Towards Permanent Part Time Teaching (P.P.T.T.): A N.S.W. Perspective. EDRC Job Sharing Study (Secondary Schools) 1981. Part II. Education Research Reports.
ED 209 724

Opinions of Agricultural Teachers, School Administrators, Students and Parents Concerning Females as Agriculture Students, Teachers and Workers in Agriculture.
ED 209 488

Race and Residence Influence Opinions of City Residency Ruling.
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Sex Equity in Secondary Schools: Implications for Vocational Education. Summary of Faculty Survey.
ED 209 495

A Study to Determine Principals' Level of Participation in Decision-Making and Satisfaction with Decisions Made Within Selected Policy Areas.
ED 209 755

Administrator Characteristics

Portrait of a Leader.
ED 209 737//

School Policy, Leadership Style, Teacher Change and Student Behavior

in Eight Schools. Final Report.
ED 209 759

Two Special Cases: Women and Blacks.
ED 209 738//

Administrator Education

Management Training for Further Education Staff in the United Kingdom and West Germany. Comparative Papers in Further Education. Number Seven.
ED 209 753

Administrator Evaluation

ISDP Individual Staff Development Portfolio for Instructional (Credit & Non-Credit) First-Line Supervisors in Selected Post-Secondary Technical Institutes in Wisconsin.
ED 209 544

Administrator Guides

Checklists for Business Managers. A Tool for Effective Independent School Management.
ED 209 752

Effective Strategies for School Security.
ED 209 774

Administrator Responsibility

Achieving Management Skills. Project TEAMS. (Techniques and Education for Achieving Management Skills).
ED 210 051

School Leadership: Handbook for Survival.
ED 209 736

Team Management.
ED 209 741//

Administrator Role

Creating Conditions for Effective Teaching: Proceedings of a Conference (Eugene, Oregon, July 17-18, 1981).
ED 209 771

Drama and Routine in the Public Schools.
ED 209 749

Greater Use of Exemplary Education Programs Could Improve Education for Disadvantaged Children. Report to the Congress by the Comptroller General of the United States.
ED 210 369

Managing Conflict.
ED 209 746//

School Administrators Can Make a Difference.
ED 209 763

School Leadership: Handbook for Survival.
ED 209 736

Strategies for the Internal Development of Summer Sessions.
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Student Activities . . . an Extension of the Curriculum.
ED 209 734

A Study to Determine Principals' Level of Participation in Decision-Making and Satisfaction with Decisions Made Within Selected Policy Areas.
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The Toledo Catalog: Assessment of Students and School Administrators. Volume I. Draft.
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Administrator Selection

Two Special Cases: Women and Blacks.
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Asian/Pacific American Men and Women Administrators Co-Existing in Educational Leadership. A Report. Office for Equity Education's Multicultural Education Resource Series.
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Communicating.
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A Comparison of the Source and Substance of Conflict in Educational and Municipal Governance.
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Compensating the Administrative Team. The Administrative Team Career Development Series, Book 2.
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Leadership: Some Alternative Views and Their Implications.
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Reexamining the Beleaguered Superintendent Question.
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Release from Stress.
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Admission Criteria

Guide to the Administration of Bilingual/Bicultural Education Programs in the Detroit Public Schools.
ED 210 398

Predicting the Long-Term Performance in College of Minority and Nonminority Students: A Comparative Analysis in Two Collegiate Settings. College Entrance Examination Board Research and Development Reports.
ED 210 325

Teacher Education Program Admissions A Case Analysis.
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Adolescent Parents

Overview of State Policies Related to Adolescent Parenthood. A Report of the Adolescent Parenthood Project.
ED 209 735

Adolescents

Drug Abuse Among White Ethnic Adolescents.
ED 210 324

The Effects of Disturbed Adolescents on Their Teachers.

ED 209 812

Focus on Youth. National Symposium on Youth Violence: Team Action Youth Involvement Programs to Decrease Violence (1st, Reno, Nevada, November 9-12, 1980).
ED 209 583

Overview of State Policies Related to Adolescent Parenthood. A Report of the Adolescent Parenthood Project.
ED 209 735

Taking Charge of Your Life: A Guide to Independence for Teens with Physical Disabilities.
ED 209 793

Trends in Adolescent Childbearing in Kentucky: 1970-1977. Kentucky Women: Challenges and Prospects.
ED 209 589

Adult Basic Education

Adult Basic Education and English as a Second Language: Prospects for Integration of Education and Gerontology.
ED 210 055

Adult Basic Education Learning Center 310 Project. Evaluation Report, July 1980-June 1981.
ED 209 534

Educational Needs Assessment for Wisconsin Adults with Less than High School Graduation or GED.
ED 209 538

Phoenix Union High School District #210 Adult Academy Evaluation Report, 1980-81. Research Services Report No. 33:08:80/81:010.
ED 209 527

Adult Development

Developmental Issues in Counseling With Couples.
ED 209 614

Uses of the Past: An Adult-Centric Model of Personality Development.
ED 209 602

Adult Education

The Canadian Association for Adult Education in the Corbett Years: A Re-Evaluation. Occasional Papers in Continuing Education Number 20.
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Comparative Patterns in Rural and Urban Adult Education Programs: Participation, Focus, and Barriers.
ED 209 472

Department of Education, University of Linkoping, Graduate Studies and Research.
ED 209 998

The Folk High School: Denmark's Contribution to Adult Education.
ED 209 460

Improving the Ceta-Adult Education Linkage. A Staff Development Model.
ED 209 469

National Advisory Council on Adult Education Report '80.
ED 209 537

Project ALMS: Adult Literacy Mission Support. An Adult Basic Reading Project.
ED 209 424

Recruiting Public Aid Recipients into Adult Education Programs.
ED 209 468

Selected Characteristics of New Students Enrolled in the Department of Adult Education, 1980-1981, University of the District of Columbia.
ED 209 501

Towards Self-Directed Learning Theory.
ED 209 475

1980 Follow-up Study of the Graduates of the Department of Adult Education of the University of the District of Columbia.
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Adult Educators

A Descriptive Study of Adult Full and Part-Time Home Economics Teachers in Florida with Implications for Inservice Education.
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The Role of the Adult Educator in Promoting Growth in Rural Community Problem-Solving Groups.
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Adult Learning

Effects of Brief Training on Sex-Related Differences in Spatial Visualization.
ED 209 592

National Advisory Council on Adult Education Report '80.
ED 209 537

Towards Self-Directed Learning Theory.
ED 209 475

Adult Literacy

Guide to Adult Functional Literacy Assessment Using Existing Tests.
ED 210 317

Project ALMS: Adult Literacy Mission Support. An Adult Basic Reading Project.
ED 209 424

Adult Programs

An Evaluation of the Liberal Arts Program of the Institute of Study for Older Adults.
ED 210 056

Adult Reading Programs

Influence of Background Experience and Interest on Instructional Level of Adult Beginning Readers.
ED 209 649

Project ALMS: Adult Literacy Mission Support. An Adult Basic Reading Project.
ED 209 424

Adult Students

Heuristics for Planning University Study at a Distance.
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Higher Education in the 1980's: An American Perspective.
ED 209 993

Life-Cycle Developmental Theory as a Tool for College Counselors.
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Adult Vocational Education

Evaluation of the English as a Second Language and Vocational Training Program for Indochinese Refugees.
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Adventure Education

The Effectiveness of an Outdoor Adventure Program as a Training Method for Resident Assistants. A Thesis in Recreation and Parks.
ED 210 142

Advisory Committees

Advanced Concepts in Structuring and Utilizing Local Advisory Councils and Craft Committees.
ED 209 479

Advisory Committees to the Humanities: A Handbook. Topical Paper, Number 74.
ED 210 066

Highlights from Two Recent Studies on the Use of Citizen Advisory Groups in the North Carolina Community Colleges.
ED 210 054

How to Approach, Develop, Vitalize, Improve, Structure, Establish Local Advisory Councils on Vocational Education.
ED 209 480

Working for Clean Water, 1: Citizen Handbooks. An Information Program for Advisory Groups.
ED 210 167

Working for Clean Water, 2: Citizen Handbooks. An Information Program for Advisory Groups.
ED 210 168

Affective Behavior

On the Nature of Emotion: Research and Educational Implications.
ED 209 580

Relationships Among Cognitive and Emotional Empathy Constructs.
ED 209 595

Affective Measures

An Analysis of the Instructor's Role in a Personalized Psychology Course.
ED 210 029

Affiliated Schools

Professional Laboratory Experiences in Georgia Teacner Education.
ED 210 272

Affirmative Action

Affirmative Action: A Concern in Higher Education Administration. The Organization and Administration of Higher Education.
ED 210 408

Africa

Multicultural Awareness for the Classroom: The Black Americans.
ED 210 394

Refugees in Africa: A Country by Country Survey.
ED 210 326

Title I: African-American Studies Program. Student Workbook.
ED 210 385

African History

Multicultural Awareness for the Classroom: The Black Americans.
ED 210 394

Age Differences

Children's Awareness of Story Order.
ED 209 659

Life-Cycle Developmental Theory as a Tool for College Counselors.
ED 209 597

Paired Comparisons Preference Scales of Career-Related Categories.
ED 209 594

Age Discrimination

Work after 65: Options for the 80's. Hearing before the Special Committee on Aging, United States Senate, Ninety-Sixth Congress, Second Session. Part 3 Orlando, Fla.
ED 209 441

Agencies

Selected Bibliography of Government Publications about Black Americans Published in 1977-1978.
ED 210 363

Agency Cooperation

Adult Basic Education and English as a Second Language: Prospects for Integration of Education and Gerontology.
ED 210 055

Displaced Homemakers Research Project. Final Report.
ED 209 560

Agency Role

The Utilization of Social Service and Community Agencies as External Support Services.
ED 209 988

Aggression

The Impact of Televised Aggression on Children: A Developmental Field Study.
ED 209 690

Aging (Individuals)

Aging and Semantic Activation.
ED 209 663

Consultation-Conference on Developmental Disabilities and Gerontology. Proceedings of a Conference (Ann Arbor, Michigan, May 8-10, 1978).
ED 209 624

Gerontopia: An Aging Resource Book.
ED 209 575

Work after 65: Options for the 80's. Hearing before the Special

Committee on Aging, United States Senate, Ninety-Sixth Congress, Second Session. Part 1 Washington, D.C.

ED 209 439

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